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 Texts:
- Spiral bound notebook or composition book for in class journal
- A binder or other means of organizing printed essays for class
- A folder labeled with your name and our class for turning in portfolios
- Recommended: MLA Handbook, 8th edition (may be accessed online, but a hardcopy is a great resource).

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.

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

English 132 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).

Assumptions 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, and 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 list.

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.
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<tr>
<th>Grades:</th>
<th>Writing History</th>
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<tr>
<td></td>
<td>Summary and Response</td>
<td>100</td>
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<td>Synthesis</td>
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<td>Research Proposal</td>
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<td>Annotated Bibliography</td>
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<td>Research Essay</td>
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<td>Presentation</td>
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<td>Group Participation for Presentation</td>
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<td>Reflective Essay</td>
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In total, this is 1000 possible points for the class.

**Grading Scale:**

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<th>Grade</th>
<th>100-90</th>
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<th>69-60</th>
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<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
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**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.”

(http://www.sfasu.edu/policies/5.5_course-grades.pdf)

**Assignments:**

I will provide detailed descriptions for each assignment well before it is due. However, here are some general rules of thumb for this class:

- All final drafts should adhere to the rules of standard written English grammar, punctuation and spelling.
- All essays must be in MLA format.
- Essays which fail to meet the page count requirements will automatically lose 10% of the points assigned to them. A page count of 3-4 pages mean **3 full pages**.
- I will do my best to return graded assignments within one week. However, this may not always be possible. All assignments will be returned before the next assignment is due.
• Rough drafts must be brought to class in order to accomplish peer review. Final drafts will be turned in the D2L. Any daily work required for that assignment (examples include peer reviews, outlines, etc.) should be placed in your folder and handed in during that class period. Failing to do either of these things will result in a late assignment.
• If you need some direction on an essay, please come see me during regular office hours. I will not, however, discuss essays that have not been started the day before they are due.
• I am happy to discuss graded essays with you during regular office hours, too. Please come prepared with questions about your essay and ideas for how you can revise.
• You will be given the opportunity to revise essays towards the end of the semester. Please bear in mind that this means careful revisions – not just of the content I marked when grading but of the entire essays. This is a chance – not a guarantee – of a better grade. Lack of careful revision will result in the grade remaining the same.
• All work submitted for my course must be original work done for this course. Essays found to have been submitted for other courses will receive a 0 and you will be expected to complete a new essay.

Course Policies:

In my classroom, I function on a policy of honesty and respect. I will be upfront with you and show you respect as individuals and as a class. I expect to be treated in kind. As long as that is happening, we will have a great semester.

If at some point, I perceive your behavior or language as being dishonest or disrespectful to myself or your classmates, I will ask you to stop. If it continues, I will ask you to leave class and come to our next meeting prepared to show everyone in our classroom the same courtesies I extend to you.

Grades:

Grades will be kept updated throughout the semester on D2L. If you have questions or concerns, feel free to come see me. If you are not achieving the grade that is your goal for the semester, the time to talk to me is midterm – not at the end of the semester. Everyone will have the opportunities to make revisions – although revisions do not immediately mean you will earn a better grade: in order for revisions to result in a better grade, they will need to be careful and thorough revisions. Emails sent at the end of the semester requesting extra work, bonus points or other revisions will be ignored. All revisions will be due by the date on the syllabus and will not be accepted afterwards.

Late Work:

Essays are due on D2L by 11pm on the date they are due. I do not accept late assignments. However, if an issue arises, contact me in advance of the due date and – at my discretion - I will
offer a one time, 48 hour extension. Daily work – that is, work that is completed in class and part of your daily work grade – will be exempt from this policy. If you have an excused absence, get with me before the class you are going to miss and we can discuss alternate assignments. Daily work assignments will be collected in the portfolio for each assignment.

**Office Hours:**

I am in my office during all my posted office hours and happy to help you with any questions you have. Office hours are your time, so please utilize them if you are struggling, but also feel free to stop in and say hello. If my office hours do not work for you, please email me for alternate arrangements.

**Acceptable Student Behavior:**

As stated in Student Conduct Code, policy D-34.1, “Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

**Attendance and Absences:**

Attendance in this class is a prerequisite to a passing grade. If you are not in class, you will miss daily work as well as instruction. I recommend you make at least one friend in the class to get this information from – if after getting notes from your classmate, you still have questions, feel free to email me. As per university policy: Students are only allowed six unexcused absences and three excused absences (no more than nine classes total may be missed). Any additional absences will result in automatic failure of the course. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments.

**Participation:**

This class will revolve around group discussion and group work and – as such – your participation is required. I expect cell phones to be silenced. I expect everyone to come to class ready to be engaged, having read the assigned materials and with at least one constructive addition. In order to help ensure that this happens, there will be occasional quizzes over assigned readings.
Email:

Please include this courses information in the subject line of your emails – otherwise I will not receive them. I can be expected to answer emails received before 2pm, and while I may occasionally respond to emails outside that time frame – such as on weekends – please be patient.

Plagiarism:

My goal in this class is to teach you how to be part of the conversation relating to ideas that interest you – and for anyone to be a constructive part of the conversation, they have to first give credit to authors as it is due. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately. As such, I will have a zero tolerance policy for plagiarism. SFA’s policy follows:

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.

If a student paper is found to have plagiarized passages, the case will be investigated, and a suitable course of action will be taken, which may include an un-revisable 0 on the paper, an F in the course, and an Academic Dishonesty Form filed with the Dean of the plagiarizing student’s college.

Documented plagiarism will result in a failing grade for that assignment. Repeated instances of plagiarism will result in a failing grade for the class.

AARC:

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.

Contact information:
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information about the services provided, visit us on the web: sfasu.edu/aarc

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, you must contact Disability Services as early as possible in the semester. Once verified, Disability Services will notify me 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/)
Tentative Class Schedule

**Week 1: (C.O. 1, 2, 3)**
- **January 15:** Intro & Syllabus
  - HW: Complete writing history
- **January 17:** Conspiracy Theories: What are they and why are we drawn to them?
  - HW: “Beyond the Yellow Highlighter”

**Week 2: (C.O. 2, 3, 4)**
- **January 20:** MLK Holiday
- **January 22:** Writing History Due
  - Summary & Response Essay Intro & Discuss “Yellow Highlighter”
  - HW: Read & annotate essays (We Are All Conspiracy Theorists, What Does This Professor Know About Conspiracy Theorists That we Don’t and Making Sense of Conspiracy Theories)
- **January 24:** Practice summaries in class
  - HW: More essay reading (Psychology and the Allure of Conspiracy Theories, The Enduring Appeal of Conspiracy Theories and Conspiracy Theories)

**Week 3: (C.O. 1, 2, 3, 4)**
- **January 27:** Discuss essays and practice summaries in class
- **January 29:** Discuss essays
  - HW: More essays! (Danger of Ignoring Alex Jones, What Makes People Believe in Conspiracy Theories, and Ignoring the Radical Left)
- **January 31:** Discuss essays & Logical Fallacies
  - HW: begin rough draft of summary and analysis, find example of your logical fallacy
  - Extra Credit: Listen to NPR’s American Shadows and write 1 page summary and reaction.

**Week 4: (C.O. 1, 2, 4)**
- **February 3:** Logical Fallacy Presentations and Discussion
  - HW: rough draft of summary and analysis
- **February 5:** Peer Review
  - HW: begin work on final draft
- **February 7:** Work day in class
  - HW: final draft due

**Week 5: (C.O. 1, 2, 3, 4)**
- **February 10:** Final Draft due
  - Synthesis Introduction
  - HW: Read “Breaking into the Conversation” and review previous essays
- **February 12:** Breaking into the Conversation activity with synthesis maps
  - HW: Pick two articles to synthesis
February 14: Synthesis Map continuation
HW: Rough draft of synthesis

Week 6: (C.O. 1, 3, 4)
February 17: In class work day
HW: Rough Draft of synthesis
February 19: Peer Review day
HW: Finish synthesis essay
February 21: Final draft due
Discussion of Conspiracy Theories
HW: bring a list of 3 conspiracy theories you would like to work on

Week 7:
February 24: Research essay intro, Discuss proposal
HW: begin working on proposal
February 26: In class work day on proposal
February 28: Final draft of Proposal due
Discussion Research Questions
HW: Read “Cupping the Spark” and “The Bothersome Beauty of Pigeons”

Week 8: (C.O 1, 4)
March 2: First round of Research Question
HW: revise your question based on in class discussion
March 4: Second round of Research Question
HW: read “Googlepedia”
March 6: Discussion of “Googlepedia” and Research methods
HW: Begin looking for sources for research

Week 9: SPRING BREAK

Week 10: (C.O. 1, 2, 3, 4)
March 16: Annotated Bibliography Discussion
Research time in class
March 18: Write 1 annotation in class
HW: continue research / rough draft of annotated bib
March 20: Write annotation in class
HW: final draft of annotated bibliography

Week 11: (C.O. 1, 4)
March 23: Final Draft of Annotated Bibliography due
Discussion research paper outlines
HW: complete outline
March 25: Introductions and Conclusions
HW: working on first rough draft of research paper
March 27: Body Paragraphs
HW: rough draft and read “The Art of Revision” before April 6th

Week 12: (C.O. 4)
March 30: Conferences
April 1: Conferences
April 3: Conferences

**Week 13:** (C.O. 1, 2, 3, 4)

April 6: Editing and Revising discussion
HW: Revise your body paragraphs

April 8: In class writing time
HW: 2nd revision due

April 10: **Easter Holiday**

**Week 14:** (C.O 1, 2, 3, 4)

April 13: **2nd Rough Draft due**
Peer Review Day
HW: Revisions

April 15: In Class Writing Time

April 17: Catch up Day

**Week 15:**

April 20: **Final Draft due**
Break into Groups for Presentations
Discuss requirements of Presentations / Group Participation

April 22: In class time to Work on Presentations

April 24: **Last Day to turn in Revisions of Previous Essays**
In class time to work on Presentations

**Week 16:**

April 27: Catch Up Day

April 29: Presentations

May 1: Presentations

**Week 17:**

**Finals Week Schedule TBD**