CREDIT HOUR EXPLANATION
Ferguson 184 2pm – 3:15 pm Tuesdays & Thursdays

ENGL 1302 “Research and Argumentation” (3 credits) typically meets twice each week in 75-minute segments or three times each week in 50-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; 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 summaries, analyses, 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.

“Argument: using a process of inquiry to develop a response to a rhetorical problem”
Jodie Nicotra

Course Priorities
This is a reading-intensive and writing-intensive course. You cannot pass this course if you do not read a variety of texts and compose a variety of assigned compositions including summaries, bibliographies, and analytical essays in response to those texts, following instructions and specifications for production. As well as other types of work-related and personal communications, students must practice writing academic essays, producing 18 pages, at minimum, polished original work in that genre. If students do not complete assigned academic compositions, regardless of performance at other assigned tasks in the course, they cannot receive a passing grade for this core-curriculum course.

ENGL 132.033
Instructor: Karen Perkins
Email: hensarlikm@sfasu.edu
Office: Ferguson 284
Tuesdays and Thursdays
11 am – Noon,
and 3:30 pm – 4:30 pm
& OTHER TIMES BY APPOINTMENT
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

**ENG 132** involves 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.

**Program Learning Outcomes for English 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 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).
**Instructor and Course-Specific Information**

Research & Argument are everyday aspects of personal and civic life as well as academic. Establishing effective habits of inquiry-before-response allows us to gather information before reacting—because a thoughtless response can often damage or destroy. Learning the techniques of argument, as defined by Jodie Nicotra in her text *Becoming Rhetorical*, trains us to ask the right questions and to enter into conversations prepared to listen and respond, even when others’ positions differ from our own.

In this course, step-by-step, we will explore and practice the processes and habits necessary to engage in ethical research and argument and consider writing as a “technology for thinking new thoughts” (Miller and Jurecic) in academic, professional, and personal discourse.

Employed workers typically exchange labor for money. Some get other benefits if they make acceptable arrangements and present proper documentation per company policies, such as a limited amount of vacation and/or sick leave (to protect their job or their pay).

**Employment as a student works the same way in my class:** Your grade is your paycheck. By registering for this class, you agree to exchange acceptable completion of coursework for a grade, exactly as workers exchange acceptable completion of tasks for a paycheck. Given this context, then, attendance is not optional.

## Attendance, Grades, Etc.

### Grade Calculations

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<td>30</td>
<td>Daily Work Processes: Collaboration, Participation, and Class Attendance</td>
<td>Mid-Term Grade=weighted average of above</td>
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<td>Portfolio 1 (Includes MindTap Activity Scores)</td>
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### My Attendance Policy

**Be on time.** Two unexcused, unexplained absences or up to three weeks excused absences requiring documentation and University approval are reasonable without a reduction to final grades. (That would be like a week’s paid vacation or 3 weeks’ sick leave, especially generous for a 16-week commitment.)

Students arriving late or missing classes and activities will incur penalties.

1) Not attending will result in an absence recorded on the attendance register. 2) Not participating in and cooperating with daily activities during class will result in zeros recorded for daily work and may also be recorded as an absence from the class, despite physical presence. 3) More than three weeks’ absence may result in failure of the course. 4) Three (3) tardies may convert to three absences. For planned tardies or absences, please make arrangements with me in my office before missing class. Regardless, if you miss class or plan to miss class or arrive late, you must interact with me during a scheduled appointment outside of class time.

### KEY DATES:

- **FEB 18** DUE PORTFOLIO 1
- **FEB 24-28** CONFERENCES
- **MAR 17** TUES – NO CLASS
- **MAR 31** DUE PORTFOLIO 2
- **APR 28** DUE PORTFOLIO 3
- **MAY 4-8** FINALS
Required Texts and Materials

**HOW DO YOU “USE” WRITING?**

According to authors Richard Miller and Ann Jurecic, creative people have cultivated “habits of mind” that enable them to use writing as technology for thinking thoughts new to themselves. Another way to think of this is as “problem-solving.” One of the benefits to making a study of rhetoric and, subsequently, learning strategies of effective research and argument, is an enhanced capacity for making informed decisions. Jodie Nicotra calls this capacity “becoming rhetorical.” Both texts’ authors advocate for their audiences to notice the events and activities around them and to respond to them in deliberate ways that achieve desired results, but each brings different strengths and ways of expressing their ideas.

**Instructor: Mrs. Karen Perkins**

**Required Texts and Materials**

**Habits of the Creative Mind**

or ISBN-9781319103965 paperback

![Image of Habits of the Creative Mind book]

**Becoming Rhetorical**

ISBN-9781337554190

![Image of Becoming Rhetorical book]

We will use the **digital text** *Becoming Rhetorical* by Jodie Nicotra with 1-term MindTap (or Cengage Unlimited) access and the e-book or print paperback text *Habits of the Creative Mind* by Richard E. Miller and Ann Jurecic. **Required.**

We will access course assignments and other essential information via the MySFA LMS, “D2L Brightspace.” Ongoing portfolios to document research, composition, and other learning activities require typical school supplies and tools such as brad folders, pencils, pens, etc.

Responsible use of technology in our lab-classroom is also a requirement of this course. We have a limited number of class computers and access to a printer. I can also access stapler and hole punch. If you have a laptop, bring it to class. Typically, students must access files to print from the room’s desktops, however.
Instructor: Mrs. Karen Perkins

Remember the American Express tagline, “Membership has it's privileges”? This chart lays out a model for composition that emphasizes THE SOCIAL NATURE OF COMMUNICATION, reminding us that as members of any community, we have the right, the responsibility, and the obligation to immerse ourselves in the concerns of the community, responding to those concerns.

To succeed, in this class and beyond it, take an active role. Do not simply “show up” and expect your goals magically be met. While our topics of study for this course are “research” and “argument,” the overarching exigence for these studies is the ongoing need to solve problems that have not yet occurred. If problems occur for you while taking this class, take an active role in solving them. Communicate with me. Participate in the negotiation required for us together to solve issues that might arise.

Assignments lists / calendar of activities is located in the course D2L site.
UNIVERSITY POLICIES

Academic Integrity

Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at:
http://www.sfasu.edu/policies/academic_integrity.asp
http://www.sfasu.edu/policies/academic-appeals-by-students.pdf

Withheld Grades (A-54)

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.

Accessibility and Accommodation

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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservice.

The Academic Assistance and Resource Center (AARC)

The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.
Instructor: Mrs. Karen Perkins

Wait. Did you say FREE?

SFA Academic Assistance and Resource Center (AARC)

The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor reviews and learning teams both led by students who have successfully completed the course. We make it easy for you to get the help you need!

What we do: Tutors can guide writers at any point in the writing process on specific kinds of sentence level support and overall essay coherence by offering suggestions that do the following:

- clarify grammar rules,
- explain writing conventions,
- provide samples of writing that exemplify the topic being discussed,
- and guide writers as they revise and edit their own sentences.
- By the way, AARC tutors can also help you understand citations and MLA formatting.

Hours of Operation:

- **1:1 appointments**: Sign up during the AARC’s open enrollment periods.
  - **Open enrollments / Open House**:
    - Jan 23 & 24 11 am – 6 pm General information
    - Feb 19 & 20 12 pm – 5 pm 1:1 appointments
    - Mar 25 & 26 1-4 pm 1:1 appointments
  - **New! Satellite Location – The Ferguson Building**
    - Ferguson Room 279 (small office location)
    - Walk-In Hours Noon – 3 pm Monday through Thursday
- **Ask a Tutor / Zoom**: An AARC tutor is available to chat through a Zoom online meeting room from 3 p.m. to 7 p.m. Sunday. Visit the Online Resources page for more information.
- **Walk-In Tables**: Available 3 to 7 p.m. Monday through Thursday, writing walk-in tables are an “open lab” format. AARC laptops may be checked out or bring your own.
- **Online Writing Lab (OWL)**: Log in to your Brightspace by D2L account and view your list of courses for more information.

So, all of that is free? Yes. It’s free!
OTHER SERVICES

The purpose of **Food for Thought Student Food Pantry** is to provide supplemental healthy food to SFA students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled for courses at SFA during the current semester and not have a meal plan.

http://www.sfasu.edu/studentaffairs/1319.asp

**Did you know** SFA has both medical and mental health services available to you? Your health depends on this: don’t ignore problems. If you need healthcare, we will help you get it. Be well.

**SFA Counseling Center**
Rusk Building - 3rd Floor
Monday through Friday, 8 a.m.-5 p.m.
(936) 468-2401
counseling@sfasu.edu

**Student Health Clinic**
Located at corner of Raguet and East College streets
Monday through Friday, 8 a.m.-5 p.m.
(936) 468-4008
healthservices@sfasu.edu

**First Things First**

Emergencies sometimes happen. Do not waste emotional energy during the crisis wondering what my reaction will be regarding your missed work or absence. Handle the crisis first! Contact me when the situation has stabilized.

Be safe.

“Stephen F. Austin State University (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 in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking 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.”