English 132.483
Research and Argument

Semester: Spring 2020
Course number/section: ENG -132.483
Meeting place: Longview High School
Meeting time: B Days 5th period
Instructor: Ashley Nicole Ferrell
E-mail: aferrell@lisd.org
Office: Room 220
Office hours: by appointment

Prerequisites:
A grade of C or higher in English 131.

Required Texts:
The textbooks will be provided by LHS and delivered within the classroom.

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.

Credit Hour Justification Statement: ENG 132 meets three times each week in fifty-minute segments or twice each week in seventy five minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. 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 fifteen pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising and editing writing. Final exams typically include presentations of student writing. These activities average six hours of work outside of classroom hours.

General Education Core Curriculum Objectives:
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 may be assessed:

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

English Program Learning Outcomes
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

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**English 132 Learning Outcomes**

ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.
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.

Assignments:

Personal Argument Essay:
The Personal Argument paper will be 5 pages in length. This paper is designed to show students how to successfully use personal experience when writing an argument paper.

Group Presentation:
The students will work in groups to synthesize the two articles they choose for their synthesis paper and present over their content. The student must use a traditional, “serious” source and another which parodies the content of this source. The presentation will be 10-15 minutes.

Synthesis:
Using rhetorical skills the student learned in English 131 concerning Ethos, Logos, and Pathos (and a recap in class), the student will write 6-7 page paper synthesizing the two sources they did their group presentation over.

Research Proposal:
The student will propose a research concerning a topic approved by the instructor, and write a 3-4 page Research Proposal presenting his-or-her topic. Each student will have a non-binding “yes” from the instructor before presenting their proposal for final approval and a grade. No grades will be given on the Research Proposal until the instructor has approved the topic; likewise, the student should not pursue any research on the topic, beyond briefly looking for information on the topic, before this approval is given.

Annotated Bibliography:
Employing research techniques learned in class, the student will find 8 to 10 sources for their proposed research topic and summarize its content and how the topic of the source will aid in their own argument for the Research/Argument Paper.

Research/Argument Paper:
The final paper for the class will be a Researched Argument Paper that will be 7-8 pages in length in which the student will develop a well-researched and sound argument concerning the topic approved by the instructor in the Research Proposal. This paper will require 5 to 6 sources. This
paper will display the research and analytic skills the student has developed over the course this class and Eng 131.

Quizzes:
Students will have quizzes over readings and class discussions. Each quiz is worth **10 points**. There will be 11 quizzes throughout the course; the 2 lowest grades will be dropped.

Peer Review:
Peer Review is a very important component of this class. There will be THREE peer review days that are MANDATORY. These will be over the Personal Argument Essay, the Synthesis Essay, and the Researched Argument Essay. There will be points deducted from the final assignment if the student fails to participate in peer review. Peer comments and suggestions will be due with the final draft of each assignment.

Participation:
Participation is only worth 50 points of your overall grade. To receive the full 50 points, students must be participating in classroom discussions at least once a week. However, if it is obvious you did not complete your homework or the assignment being discussed, you will NOT receive your participation points. Trust me, I can tell!

Final Exam:
Using critical skills for engaging material and developing arguments that he-or-she has developed over the course of the semester, the student will write a timed essay during the Final Exam.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Long Personal Argument</td>
<td>100</td>
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<tr>
<td>Group Presentation</td>
<td>50</td>
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<tr>
<td>Synthesis</td>
<td>100</td>
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<tr>
<td>Research Proposal</td>
<td>100</td>
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<tr>
<td>Annotated Bibliography</td>
<td>150</td>
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<tr>
<td>Research/Argument Paper</td>
<td>200</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
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Final Grade
900-1000 A
800-899 B
700-799 C
600-699 D
0-590 F

Grading:
According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of what is meant by each letter grade:

A - This grade denotes superior composition, content, style, and mechanics; thoughtfulness,
originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F - The student did not do the work that was assigned, or is guilty of academic dishonesty. See me as soon as possible.

NOTE: If your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

I am happy to discuss the evaluation of your work at least 24 hours after I have returned it to you. I will not discuss it until then. Certainly, I will not discuss a grade or an answer immediately after I handed it back to you in front of the entire class!

***Please be aware that I give A(s) to students who master the coursework. I will not give them: a) for hard work (everyone should work hard); b) so you won’t be put on probation or lose your scholarship; c) because I “like” you (I’m not in a position to like you personally); or d) simply because you ask. I only change grades in the event of a mathematical miscalculation. Do NOT email me at the end of the semester asking for a higher grade; I will not respond.

Attendance:
ADULTS MAKE ARRANGEMENTS. Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments without being late or leaving early. Entering the classroom late is disrupting; three tardies is considered one absence. If you are more than 15 minutes late, you will be counted absent. Sleeping in class is unacceptable; you will be counted absent if you sleep in class.

• I will allow 3 excused and/or unexcused absences.
• I will have your participation grade dropped by 10 points per absence starting with the 4th.
• Students with more than 6 absences (excused or unexcused) who fail to drop the course will receive an F for the semester.
• The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (hospitalization).
• All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.).
• Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
• In class assignments and activities cannot be made up unless you have a documented, excused absence.
• An excused absence does not also excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next.
• In case of an excused absence, homework needs to be turned in on the next day you are in class.

I understand that you all have a life outside of school and sometimes you cannot attend class. Therefore, if/when you miss class, it is your responsibility to get the notes from your fellow classmates. Please DO NOT come by my office asking me to deliver a personal lecture, and please DO NOT email me asking what you missed or if you missed anything important; all of the material we will go over is important. This syllabus contains a course schedule that tells you which notes you need to get from a classmate. I strongly recommend that you get contact information from at least two of your classmates.

Late Assignments:
I DO NOT accept late assignments. Major grades missed due to legitimate circumstances beyond a student’s control may be made up if arrangements are MADE IN ADVANCE AND NOT AFTER THE FACT. The university excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. Students are responsible for providing satisfactory documentation in such situations. Extensions for major papers will be left to my discretion, but students must see me 3 days prior to the assignment due date and present me with a valid reason for me to consider an extension.

Withheld Grades - Semester Grades Policy (A-54):
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:
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:
If you are caught cheating or plagiarizing in my class, you will AUTOMATICALLY FAIL the course and I will report you to Mrs. Brown to be punished accordingly, as well as reporting you to SFA and the appropriate authorities.

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

Acceptable Student Behavior:
A recent policy from the Provost’s Office states, “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 (see the Student Conduct Code, policy D-34.1). 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.”

Individual Policies:
● Cell phones, head phones or ear buds, iPods or MP3 players, laptops, or any type of tablet is not allowed in the classroom unless your textbook is an electronic text. If I see or hear these items, you will be asked to leave. If you need to take a phone call for an emergency, you may step out of the classroom, but do not disrespect your classmates by answering the phone in class.
● Unless you have my permission, do not bring any guests, children, or significant others to class. This is a safety issue.
● I do not mind if you bring drinks or snacks to class, BUT please do not bring pungent or loud food. This is very disruptive and I will ask you to leave.
● It is disrespectful to talk when I or your fellow classmates are speaking. Please raise your hand if you have something to say; DO NOT talk over someone.
● Pay attention! If you are sleeping, daydreaming, or doing homework for another class, I will not ask you to leave, but you will be counted absent for the day. You are not wasting my time, you are wasting your own time.
● If you wish to contact me, you may send me an email. You MUST put ENG 132 and your section number in the subject line. I do not accept assignments via email unless I specifically
give you permission to do so. Please construct your emails professionally. I will not respond to emails that are written in "text message" format.

**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.

**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/.

**AARC:**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108.
Tentative Course Schedule:
This is tentative, meaning it is subject to change. If and when there are changes made to this schedule, I will alert you during class.

Unit One: Comparative Rhetorical Analysis

WEEK ONE:
Thursday, 1/16: Course, syllabus, instructor, and student introductions; classical argument powerpoint

WEEK TWO:
Tuesday, 1/21: MLA review, discuss Toulmin Argument, and practice/review thesis statements. Quiz: syllabus/classical argument
Thursday, 1/23: Discuss Rogerian Argument, review active/passive voice. Quiz: Thesis statements and Toulmin Argument
Friday- optional email first 2 pages to Ferrell

WEEK THREE:
Monday, 1/27: NO CLASS— but if you want your feedback from the email, come pick it up
Tuesday, 1/28: Peer Review Day
Thursday, 1/30: What is synthesis? Discuss group presentation. Personal Argument is due.

Unit Two: Synthesis

WEEK FOUR:
Tuesday, 2/4: Discuss synthesis assignment, review introductions, attention grabbers, and conclusion
Thursday, 2/6: Introduction to synthesis, discuss over quoting, and practice synthesis. Quiz: Writing pieces
Friday- optional Group presentation work day

WEEK FIVE:
Tuesday, 2/11: Presentation Day
Thursday, 2/13: Presentation Day

WEEK SIX:
Tuesday, 2/18: PEER REVIEW DAY for synthesis paper
Thursday, 2/20: Introduction to Research/Proposal; begin to choose a topic
Due: Synthesis Paper

Unit Three: Proposal and Annotated Bibliography

WEEK SEVEN:
Tuesday, 2/25: What is an annotated bibliography? Practice summary.
Quiz: Proposal
**Thursday, 2/27:** The Research Question/Conducting Research  
Quiz: Annotated Bibliography

**WEEK EIGHT:**

**Tuesday, 3/3:** Sources review- primary, secondary, tertiary; credible sources  
**Thursday, 3/5:** Library/Research Day for Annotated Bibliography-bring guide sheet; Proposal Due  
Quiz: Sources

March 9-13-Spring Break!

**WEEK NINE:**

**Tuesday, 3/17:** review example annotated bibliographies, Jeopardy  
**Thursday, 3/19:** Last library day

Unit Four: Researched Argument Paper

**WEEK TEN:**

**Tuesday, 3/24:** Introduction to Research, and the Argument Paper; Annotated Bibliography Due  
**Thursday, 3/26:** Research Assignment; review fallacies  
Quiz: Argumentation Terms

**WEEK ELEVEN:**

**Tuesday, 3/31:** Writing sharing introductions in class  
**Thursday, 4/2:** Library Day

**WEEK TWELVE:**

**Tuesday, 4/7:** Library Day  
**Thursday, 4/9:** Library Day  
**Friday, 4/10:** Good Friday

**WEEK THIRTEEN:**

**Tuesday, 4/14:** Initial Peer Review  
**Thursday, 4/16:** Second Peer Review; turn in problematic page to Ferrell for feedback

**WEEK FOURTEEN:**

**Tuesday, 4/21:** Final Peer Review  
**Thursday, 4/23:** Final Review; Research Paper and collective peer review due

**WEEK FIFTEEN:**

**Tuesday, 4/28:** Final, in class, timed essay  
**Thursday, 4/30:** Extra class day if needed

**WEEK SIXTEEN:**

**Tuesday, 5/5:** SFA finals week this week- extra class day if needed