ENG 132.498 Watlington -- Syllabus

Hello students! I am looking forward to our time together in this dual credit class. It will be an adventure full of challenges from two different sources: Center High School and its standards and requirement AND Stephen F. Austin State University with its standards and requirements.

I look forward to leading you through this maze! If we navigate it well, it will be an adventure well worth taking. Let me introduce you to myself. I am …

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Room 602
SFA and CHS English
Section 1 (5th Period): 12:20 – 1:06
Section 2 (6th Period): 1:11 – 1:57

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.

Our Course and What Makes It Unique:
As I mentioned above, our class is a dual credit class. By rule, if it is dual credit, we must satisfy the requirements from two separate interests. The TEKS, which guide high school teachers and students, require that we learn fine literature, so we will continue those efforts that we began in the fall and add those goals to those in the Course Description above.

Text and Materials:
Our literature book is provided by the high school. Our composition text will be a collection of OER materials, some gathered from online sources, others generated by the teacher and his colleagues. There is no cost for any class materials.

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.

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).

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.

Course Requirements:
As we embark on this journey, understand that you will be required to complete the following compositions:

- Literary Argument
- Qualitative Argument
- Cultural Values Argument

Grading Policy:
Remember, through this course, you are getting grades for two different institutions.

- SFA. Your collegiate grade comes from the quizzes and prep assignments you complete as you work toward completing the papers. They will be “daily grades” averaged by the Center High School gradebook. They will count 50%.
  - Your three essays will count for the second 50%.
  - You will write one essay by mid-term along with much of the prep work and many quizzes. Your mid-term grade will count for 3/7 of your final grade.
  - You will write two essays with comparatively few daily assignments. Your second term average will count for the next 3/7 of the grade.
  - Your research paper will be your final exam which will be 1/7 of your total grade.
Credit Justification:
ENGL 1302 “Research and Argumentation” (3 credits; fully online) meets online for 15 regular weeks during the semester, and also meets for the final week of the semester for a 2-hour final examination online. 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 which 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 8-10 hours of work each week to prepare for and participate in this course.

Attendance Policy:
Because we meet five days per week, the SFA Attendance requirements will be met. For attendance, refer to the CHS attendance policy.

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.

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
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.

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/.

Course Calendar:

Because this is a dual credit course, we will have continued to meet after the fall semester is over and before spring begins. Typically we have 15 class days to try to fulfill some state TEKS as well as prepare for the collegiate requirements that spring will bring.

Toward that end, those 15 days are spent learning the basics of research writing. We establish the research process, research goals, choose topics, and begin the research. The actual construction of the paper will intertwine with the rest of the course.

   --TSSIP
   --TESEL
   --Intros, Conclusions, Calls to Actions.
Part II. Qualitative Argument through the world of Anglo Saxons Jan 29-Feb 16
   --Historical survey of England, 300 BC – 1066 AD.
   --Argumentative paragraphs over cultural components of Celts, Romans, Anglo-Saxons

Part III. Beowulf Feb 19-Mar 2
   --Beowulf, the ancient epic poem
   --Beowulf, the 21st century movie
   --THE ASSIGNMENT – Considering the merits of both, which should be viewed as the superior piece for modern students?

Part IV. Mid-Term Prep and Exam. March 5-9
Part IV. Literary Argument through the world of the Middle Ages. March 19-30
    --Argumentative paragraphs over cultural components of High Middle Ages

Part V. *Canterbury Tales* April 2 – 10

Part VI. Qualitative Assignment April 11-18
    --*Margaret Paston.*
    --THE ASSIGNMENT – Considering the female characters from *The Tales* and Margaret Paston, should we view them as precursors to the 21st century independent female?

April 19-20. Research Papers are Due.

Part VII. Values Argument through the Renaissance April 23 - 27
    --Historical Survey of England, 1450-1660

Part VIII. Shakespeare May 1 – 11.
    --*Biographical Sketch of Shakespeare*
    --*Macbeth*
    THE ASSIGNMENT: If the witches prophecies = fate, would it have mattered if Macbeth had been able to resist his wife’s insistence on killing the king?

Part IX. Course Review.