English 132.502  
Research and Argument  
Spring 2020  
Department of English, SFASU

Background Colors:  
Green: Course policies/information  
Purple: University policies  
Pink: The Texas Higher Ed. Coordinating Board (THECB) policies  
Blue: Course Timeline

Instructor: Dr. Sue B. Whatley

Office: LAN 259; Ph.:468-2031; e-mail swhatley@sfasu.edu

Office Hours Spring 2020

Tuesday: 9:00 a.m.-12:00 p.m.  
Wednesday: 1:00 p.m.-4:00 p.m.  
Other face-to-face office appointments may be requested, with a minimum 24 hour notice.

Class Schedule:  
ENG 132.502 ONLINE COURSE  
ENG 200.502 ONLINE COURSE  
ENG 381.500 ONLINE COURSE

English 132 LIVE CHATS: Wednesdays 2:00—3:00 p.m.  
(If you cannot make the live chat, it can be made up in the discussion board. If you are able to attend, however, you will find the sessions are a great opportunity to connect with the professor and your classmates.)

Required Texts:  
ISBN: 9780134586502 (Brief Ninth Edition will not work, because the old edition does not contain the 2016 MLA updates. *)Make sure you purchase the edition with the 2016 MLA updates.* If you can buy a used print copy, fine, but otherwise buy the access code in the bookstore with the following ISBN:  
ISBN for digital text: 9780133881301 ($21.00)

*[The electronic copy of this text is already on the course content page; if you want a print copy, please e-mail me and make plans to pick it up, since your course fees cover the cost of this book.]*

Optional Text:  
Description ENG 132: [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.

Additional Description: English 132 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 132 student will gather, read, summarize, and synthesize--in general utilize--information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 131, English 132 begins to focus on more college-oriented skills. English 132 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills. This section of English 132 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.

Remember, if you took English 131 and made lower than a C, you should not be enrolled in English 132. You must re-enroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

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

Student Learning Outcomes for ENG 132:
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.

University Policies

Acceptable Student Behavior:
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 available to help SFA students succeed.

Academic Integrity (A-9.1):
Academic integrity is the 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. 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/Harassment Policy:** It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to conference with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

**Withheld Grades Policy (A-54):**
The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (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.

**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 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/.

**Title IX Policy Concerning Discrimination and Sexual Harassment:**

Stephen F. Austin State University (university) is committed to maintaining a learning and working environment that is free from sex and gender-based discrimination. Sexual harassment, sexual violence, relationship violence, and stalking are forms of sex and gender-based discrimination and will not be tolerated. The university will take prompt disciplinary action against any individuals or organizations, within its control, who violate this policy. An employee who violates this policy is subject to disciplinary action up to and including termination. A student who violates this policy is subject to disciplinary action up to and including expulsion.
In addition, if you speak with your instructor about an incident addressed in this policy, your instructor is obligated to report that incident to the Title IX office; however, if you are the victim of an incident, in most cases, you will have control over any legal action that takes place regarding the perpetrator.

**General Education Core Curriculum**

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.

*****We will be not be collecting materials for core assessment this semester; the goals, however, remain the same. The following is an explanation of the state of Texas’ core curriculum objectives and the assessment process when collection is designated:

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected by SFA’s core assessment team. You will be submitting your capstone assignment for core assessment through the D2L/Brightspace system.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and submitted this semester, and the date the assignment(s) should be uploaded. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>ENG. 132</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td></td>
<td></td>
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**Teamwork**
- To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility**
- To include the ability to connect choices, actions and consequences to ethical decision-making.

**Social Responsibility**
- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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**ONLINE FEATURES:**

**Discussions**—I will post topics for discussion; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually. Other times, I will bring up issues in the chats in order to clarify or enhance the discussion topic.

**Chats**—we will have one scheduled chat per week (approximately one hour long)—on **Wednesdays at 2:00 p.m.—3:00 p.m.** If you cannot make the chat, you will need to read the chat log which will be posted in the discussion board; you will then respond in the form of a paragraph, in the same manner you do to the other discussions. Hopefully, most of you will be able to make the chat at the scheduled time, but if not, you will be able to go to the discussion board the following day, and find the corresponding “Chat Discussion” and the chat log posted. From there, you will post your response to the discussions that took place in the chat. You will not lose points, no matter which way you do this activity, but in the past, students have found that the live chat does a number of good things—building a community feeling and giving them a chance to really have a conversation with each other.

**Zoom**—Zoom is a new feature in D2L/Brightspace that allows for video recording. I am just now learning how to use it, so we won’t use it at the beginning of the semester, but after I feel secure in using it, I may use it for my instructions for papers or even feedback on your rough drafts. I will let you know.
E-Portfolio—SFA is now offering (though D2L/Brightspace) a portfolio for each student. We may use those for classwork, but at any time you wish, you will be able to save your papers or materials into this portfolio. As this is a new feature, just like Zoom, I won’t spend much time with it at first, but after I feel secure about how to use it, I may actually ask you to submit your papers or other materials to your portfolio. It is a user-access only type of tool, so only you will be able to put things in it or take them out, and you will be able to use it during your time at SFA and then download it when you leave. Many employers and schools request portfolios for applications, so this is a great opportunity to get yours started.

E-mail—Please e-mail me in the course; I will read the e-mail at least once each weekday, and once on the weekend (probably Sunday nights). Please log on to the course each day and check for e-mails and responses. If I have not responded in 3 days, you should e-mail me at my sfa e-mail: swatley@sfasu.edu

Office Hours—I will have six scheduled office hours each week; it will be important for you to seek help during these times, as the hours I am not in my office are generally reserved for grading. If that is impossible, we will likely need to speak over the phone or through e-mail or the page feature in D2L.

Learning Modules

This course was originally designed around 7 learning units. I have broken that material into modules for each week of the semester, so you will be able to open each week’s module for content and see what is due that week. Each of the four papers covers several weeks, and I will open at one time all weekly modules associated with that paper. PLEASE READ THESE MODULES CAREFULLY, following any outside links and material and noting the assignments and when they are due. The instructional material of the course is contained in these modules and all the dropbox assignments as well as links to discussions are in these modules. Due dates for dropbox assignments and quizzes will be linked in these modules and they will appear in the course calendar. The discussions have clear beginning and ending dates, and I have reinforced the reading requirements and major assignments’ due dates in the course timeline. You should always be able to find the due dates, especially if you note them when you open up each week’s module. Each module is also tied to the assigned reading in the Writing Arguments textbook. Not reading the modules or chapters thoroughly is a sure way to hurt your chances of learning about argumentation principles and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assignment tabs or the assessment tabs to find out what you need to turn in. Just follow the modules from beginning to end.

I will not open the modules associated with the next paper more than two or three days in advance, however, because I don’t want you to jump ahead. Every student needs the feedback from the final assignments in each module before completing final work in the next module. I have at least seventy-five students for whom I will need to respond and each essay takes thirty minutes to an hour to grade—so I will need at least a week after final papers are due to post grades and comments. You will be able to read and get started with the next module during that time period.

The OWL and the AARC: Tutoring and writing assistance are available to you through the university free of charge. The AARC (Academic Assistance Resource Center) is open 4
afternoons a week, and you can make a weekly standing appointment with a tutor, or you can walk in for help with research and writing. The OWL is a special service which allows you to submit your papers and receive feedback with 48 hours. Both of the services are invaluable for you as you learn to write, so please plan to use them. You will be required to go to the AARC or use the OWL if you rewrite a paper.

**ZOOM Chat with the OWL:** This semester the OWL will offer the additional feature of video chat through the ZOOM feature. In this way, online students can virtually “walk in” and have a tutorial session, in much the same way as they would walk in to the traditional AARC center. Contact the AARC for details.

**Feedback on Drafts and Final papers:** Grading papers is very time consuming! I will be on a tight schedule from the time you submit a paper, whether that is a draft or a final copy. As quickly as I can give feedback, I will, but in the case of your drafts, you will be doing/receiving a peer review, and you also have the opportunity to submit your paper to the tutors at the AARC. You can submit them electronically through the OWL, or face to face if you prefer. Because you submit your draft and final copy within four or five days of each other, the feedback you receive from me and from your peer may not make it to you until one or two days before the final draft is due. This is normal for getting draft feedback, so clearing the time before your final draft will help you be able to use the feedback effectively as you are finalizing your work.

**Attendance:** As this course meets online in the BRIGHTSPACE system, attendance will be constituted by participation in the activities of the course. Those activities include chats, discussion boards, e-mail, quizzes, essays, and other written assignments. For each required assignment which is not submitted, students will be counted absent. After five un-submitted assignments, the student may be considered failing, regardless of grade average. This semester, we will do a first day, fifth day, and twelfth day roll call in the discussion board under the section “Attendance.” If students do not post on these attendance discussions, they will be counted absent.

**Turning In Assignments:** All assignments are due either in the dropbox, discussion board, or the quiz feature. The assignment due dates and times are usually included with the instruction, but in general most things are due at 11:30 p.m. If you wait until the last minute to submit, you are likely to be shut out—so please plan accordingly. In the event that your computer glitches, you need to take a screen shot (so I can see when you were attempting to submit) and then I need you to e-mail me the paper and the screen shot, so I will have the copy on time. You will still be required to submit the work in the appropriate course tool, but your paper will be considered on time. I don’t want you to make a habit of it, as it is a time consuming process to reopen the system, but unless you do this, I will have to treat any late work according to the stated policy.

**Grading:** Total points possible for the semester will be approximately 2100 pts. Student grades will be based on five essays, one final exam, and multiple daily grades.

THE DIAGNOSTIC ESSAY—a preliminary essay done the first week of class, daily grade
THE SUMMARY ANALYSIS—3-4 pp. minimum, analyzing 2 given articles, 200 points.
THE ANNOTATED BIBLIOGRAPHY—5 annotated sources, 4 pp. minimum, 400 points.
THE CLASSICAL ARGUMENT/SYNTHESES ANALYSIS—Researched argument with 3-5
sources, 4-5 pp. minimum, 400 points.
THE EXTENDED RESEARCH ARGUMENT-- 8-10 pps. Minimum, 10 sources minimum, 400 pts. This assignment is our capstone assignment* and must be submitted for core assessment as well as the normal dropbox for grading purposes.
THE FINAL EXAM --cumulative, multiple choice exam given online during exam week which will count 200 points.

DAILY GRADES---The final 500 points (approximately) will come from daily participation—drafts of essays, peer review, daily assignments, chats, discussion boards, conferences, and quizzes; there will be numerous daily grades, and these will comprise about 25% of your total grade. It is very important that you do these assignments and turn them on time, as they are building blocks to successfully accomplishing the major writing assignments associated with the modules.

*COURSE CAPSTONE ESSAY: In compliance with the TEXAS HIGHER EDUCATIONAL COORDINATING BOARD, students in designated core curriculum courses will write a course capstone essay in which they will be asked to develop a professional document that exhibits an understanding of core objectives as determined by the core assessment schedule; students will be assessed based on their use of critical thinking skills; grammar, vocabulary, written style, and effectiveness; teamwork; or, the effect of personal choices.
On designated semesters, the ungraded essay will have to be submitted in the D2L/Brightspace system; you will be receiving (through e-mail) information about how that process works, if we are collecting submissions for the present semester.

More information on written assignments is forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax), a grading process referred to as holistic grading. Every essay assignment is accompanied by a rubric, so you will know exactly what goes into consideration for your grade.

Rough Drafts and Peer-Reviews—These two stages of the writing process are steps in each major essay assignment. The grades assigned them are not major grades, but the activities are essential if you expect to do well on the final drafts of the essays. The peer review addresses one of the four new core curriculum objectives, and it is necessary that you post your draft and review one of your classmates drafts in the discussion board [titled “Rough Draft/Peer Review Summary Analysis” (or Synthesis Analysis, or Claim Form Match)] which is associated with that paper. You will receive separate feedback from me on your rough drafts, so before you write the final draft of your paper, you will have feedback from an assigned peer reviewer AND your instructor; you will also have reviewed your partner’s paper, so that in each of these activities, you have a chance to deeply understand what you are meant to accomplish in each writing assignment.

Grade Criteria:
Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and
dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one's ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student's hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one's struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Late Work Policy: As assignments are given a range due date, the final due date is the last day an assignment may be submitted. In the event of a medical or family emergency, the student should contact the instructor as soon as possible and provide legal documentation before work can be made up and the Dropbox can be reopened. Only legitimate excuses
specified by SFASU’s attendance/absentee policy will be given make-up clearance.

Problems/Glitches when Submitting Assignments: Assignments have due dates and times; these dates and times are listed with the assignment and can be found in the course calendar. Major assignments are also listed in the course timeline/syllabus. Almost all assignments are due before 11:30 p.m., but if you try to submit something within a few minutes of the deadline, you will likely have a problem. Soooo—make sure you submit well in advance of that time. Most problems can be avoided in that way. In the event you do have a glitch, please take a screenshot, describe the problem, and e-mail me the assignment in D2L or at swhatley@sfasu.edu BEFORE the deadline. The assignment will still have to be submitted in the required place, and there will be a number of steps you and I both will have to take; these steps take time—so submitting the assignment correctly the first time will save us work. If you describe a problem and you haven’t e-mailed the assignment, then you have no proof you did it. If you don’t at least e-mail the assignment to me, I have no proof that it was done in a timely fashion.

Extension Bonus: You will be allowed one, two-day extension, with no penalty, and if you do not use it, you will receive a 20 point bonus (on your point total) at the end of the semester.

***** Late work has been an ongoing problem in the online courses, and I have been flooded with requests for extensions and reopening of the assignment. I don’t want to start the semester out in a negative fashion, so I will remind you here, that your assignment due dates are in the course calendar; those dates are posted when the module opens and they will always be due at 11:30 p.m. on the date assigned. Please do not wait until 11:25 and expect things to flow smoothly. Set yourself a goal to post your work well ahead of the due time, preferably during working hours, so that you can contact CTL if you experience problems. The dropbox will ONLY be reopened for legitimate, excused absences, and since the class is online and assignments are made in advance, even excused absences don’t necessarily need to prevent your turning in work on time. If you turn in assignments on time, you will find that you have less stress and more time to take on the next assignments.

Essays/research papers: All essays/research papers are to be written only by the legitimate participant of the class (see student handbook for policies concerning academic integrity at SFASU). Any student who purposefully plagiarizes a paper will automatically fail that paper and be asked to drop the class. If the infraction occurs after the drop date, the student will automatically fail the class for the semester.

All final essays should be saved as digital files in rtf. or word document formats. All essays should be double-spaced, following MLA format, including heading and pagination requirements. Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation.

Naming Files: All essays and uploaded work should be saved and the file titled in the following manner:
LastnameFirstinitialSp2020EssayI(fd—rough draft fd—final draft)
ex: BrownRSp2015EssayIrd
KaddleTSp2015EssayIfd

PLEASE DO NOT SUBMIT PDF, Google Docs OR “PAGES” documents. The system cannot read these types of files.
Drafting and Rewriting Papers: All papers will go through a process of drafting. After this process takes place, you will be asked to submit a final draft of your essay. In the event of failure, students will be allowed to rewrite THE SUMMARY ANALYSIS and/or THE ANNOTATED BIBLIOGRAPHY only, and the grade may change in the gradebook (if the paper has improved.) The procedure for rewriting a paper is included at the end of the syllabus. As we move more toward the end of the semester, time crunch and increasing responsibility will prohibit the rewriting of essays, so the grade on the final draft submitted will remain. No student will be allowed special permission to rewrite a paper for a better grade after the first two papers of the semester.

Extra Credit: The professor reserves the right to offer extra credit during the semester, though she does not guarantee the offering of it. Two extra credit opportunities will always be offered: the “no-extension” bonus and the course evaluation bonus, both of which will count 20 pts. each. Any extra credit opportunity will be offered to every student in the class, and there will be no further offer of extra credit to individuals. No student will receive more than fifty points of extra credit during the semester.

Grammar, Composition, and Literary Links:
The Purdue Owl: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

Procedure for Rewriting an Essay: Online Student Version (Essay 1 or 2 Only)

1) Your paper will be returned electronically with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to chat with me (virtually or face to face) or talk on the phone after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit it to the assignment entitled Paper I—Rewrites, Paper II—rewrites, etc.

5) Rewrites must be submitted within one week of the returned original paper.
6) The grade for the rewritten essay will be averaged with the grade you received on the original.
ENG 132
Spring 2020
Assignments Timeline

*Assignments as well as dates are subject to change at the discretion of the instructor*

Week 1: Jan 15—Jan. 19
   Getting Started Module and Introduction to the Course

Week 2: Jan. 20—Jan. 26 [Jan. 20th Martin Luther King Holiday]
   **Jan. 22 Diagnostic Essay Due**
   Content Module I—Introduction to Argument
   Read Chapters 1 and 2 (pp. 1-50 in *Writing Arguments*):
   (*all pagination in syllabus refers to this text.)

Week 3: Jan. 27th—Feb. 2 [Jan. 31st—12th class day]
   Drafting and Peer Reviews of Summary Analysis

Week 4: Feb. 3—Feb. 9
   **Feb. 5th Paper I: Summary Analysis due**
   Content Module II—Doing Research and Documentation
   Read Chapters 15, 16 and 17 (pp.340-396)
   Getting Started with Research, Research Actions, and Types of Searches

Week 5: Feb. 10—Feb. 16
   Gather Ye Sources While Ye May
   Library Modules

Week 6: Feb. 17—Feb. 23
   Preliminary Bibliography
   Final Annotated Bibliography

Week 7: Feb. 24—March 1
   **Mar. 4th Paper 2: Annotated Bibliography due**
   Content Module III: Principles of Argument
   Core of the Argument
   Logical Structure of the Argument
   Read Chapters 3-4 (pp. 51-87)

Week 8: Mar. 2—Mar. 8 [Midterm March 4th ]
   Content Module IV—Synthesizing the Argument
   Read Chapters 5-7(pp. 88-152)
   Fallacies/Appendix I (pp. 397-404)
   Content Module V—Analyzing Arguments Rhetorically
   Read Chapter 8 (pp. 154-174)
   Begin Drafting the Synthesis Analysis
Week 9: Mar. 9—Mar. 15
SPRING BREAK

Week 10: Mar. 16—Mar. 22 [Mar. 18th last day to drop classes]
Rough Draft of Synthesis Analysis Due
Post Draft of Synthesis Analysis
Finishing the Synthesis Analysis
Peer Review of Synthesis Analysis

Week 11: Mar. 23—Mar. 29
Mar. 25th --Paper 3 due: Synthesis Analysis due
Content Module VI: Analyzing Audience
Choose a new topic
Welcome to the Claim Forms
Read Chapter 9 (pp.175-208)
Read Chapter 10—Introduction to Types of Claim (pp. 210-219)

Week 12: Mar. 30—Apr. 5
Do Module VII: Arguments in Depth--Types of Claims
Read Chapters 11-14 (pp. 220-337)
Five Questions about Audience
Topic, Plan and Working Bibliography

Week 13: Apr. 6—Apr. 12 [Easter Break Apr. 9th-Apr. 10th]
Final Countdown
Claim form Quiz

Week 14: Apr. 13—Apr. 19
Reread Chapter that corresponds with your claim form
Research and Draft paper 4
Peer Review
Proofread and Finish Paper

Week 15: Apr. 20—Apr. 26
Cont. Revision of Paper 4

Week 16: Apr. 27th—May 3 [Dead Week]
Apr. 27th Paper 4 due—the researched argument
Review for Final Exam/Finals Start

Week 17: May 4—May 8 (Finals Week)
Final Exam Online: Opens May 4th at 8 a.m.—ends May 7th at 5:00 p.m.
(must be taken in one sitting and can only be taken once.)