ENGLISH 132-508: Research and Argument (Spring 2020)

Professor: Alanna Riley Cornes, M.Ed, MA, TESOL
ENGL 132-508: online only

Best Ways to Contact Me
- I may be reached using official SFA mail. Sending me an e-mail in 2DL is NOT a good option after our course opens, as it often glitches. Be sure to be professional in tone and manner in your email, and specify your subject, course, and section number in the email’s subject line.
- I will also meet with students by appointment online via Skype or through Brightspace.

Technical Support Information
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

COURSE JUSTIFICATION AND DESCRIPTION
ENGL 1302 “Research and Argumentation” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students will read and study the principles of argumentation (both classical and contemporary), practice analysis of published arguments, and then apply these principles to their own individual arguments that grow out of their career fields and interests. In
addition, students will learn best practices for research in order to inform themselves about the arguments they engage, and they will learn how to incorporate the needed evidence to support their claims/positions. The third component of the course requires students to understand that there are various methods of source documentation; in this course, they will engage the MLA documentation method and observe it in their written productions. Students will practice and (to some extent) master the writing process, producing multiple drafts of a summary analysis, annotated bibliography, a synthesis analysis and an extended argument of their own. These activities average at a minimum 6-8 hours of work outside class each week to prepare for and participate in this course.

ENGL 1302 is the 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.

**COURSE OUTCOMES**

**General Education Core Curriculum Objectives:**
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment.

**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.

**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.
REQUIRED TEXTS

**LITERATURE-MLA UPDATE EDITION**
*REQUIRED | By XJ KENNEDY And DANA GIOIA*

- **EDITION:** 13TH 16
- **PUBLISHER:** PEARSON
- **ISBN:** 9780134586465

This is the required textbook for ENGL 132. You will also need access to two films: "Macbeth" (2015), directed by Justin Kurzel, starring Michael Fassbender and Marion Cotillard, which is available on Netflix, Amazon, YouTube, and DVD, as well as "Macbeth" (2010), directed by Rupert Goold, starring Sir Patrick Stewart and Kate Fleetwood, which is also available in the same format and on the same streaming services. Additionally, you may optionally wish to view the 2012 film "The Hunger Games", directed by Gary Ross, and starring Jennifer Lawrence, Josh Hutcherson, and Liam Hemsworth. The "Hunger Games" film is optional; the two "Macbeth" films are not.

COURSE REQUIREMENTS

To “attend” an internet course, you are required to log into D2L once daily; you may need to log in more often because you need to check Announcements in D2L to keep current with class updates and information. Keep in mind that you may not have time to complete assignments if you wait until the last minute to “attend” online. You will sometimes be required to complete a task, perhaps a quiz, or respond to me or your classmates in a discussion (posting). Remember that the tasks and quizzes have time limits, so give yourself enough time to complete your work.

COURSE POLICIES

**Attendance:** Students are only allowed six unexcused absences and three excused absences (no more than nine classes total may be missed). Any additional absences will result in automatic failure of the course. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is
excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all major assignments on time in order to pass the course.

To “attend” an internet course, you are required to log into D2L once daily; you may need to log in more often because you need to check course announcements to keep current with class updates and information. Keep in mind that you may not have time to complete assignments if you wait until the last minute to “attend” online. You will sometimes be required to complete a task, perhaps a quiz, or respond to me or your classmates in a discussion (posting). Remember that the tasks and quizzes have time limits, so give yourself enough time to complete your work. All make-up work is at the discretion of the instructor.

Course Citizenship: When you enroll in this course, you are requesting your instructor’s evaluation of your behavior as it relates to this course. This course requires your full cooperation and participation, and your conduct is very important for the learning process. The atmosphere of the classroom will require you to stay on task and to limit distractions for yourself and others. Part of your instructor’s job, then, is to enhance your learning experience by maintaining the classroom environment and to evaluate your ability to complete your coursework, including all forms of participation. By remaining in this course, you authorize your instructor to implement and enforce this conduct policy and to evaluate and respond to your behavior.

The College authorizes and empowers all instructors to remove you from the classroom for disrupting the learning or teaching process. A disruption is any activity that the instructor determines detracts from the classroom learning or teaching experience. Essentially, you are allowed to do your coursework and to participate in all coursework in a respectful way. Anything else is deemed a disruption. You are expected to have your materials ready at the beginning of class and to stay on task through the duration of the class period. Any other behavior is disruptive off-task behavior subject to this policy and may lead to your dismissal from class, even being dropped from the course. Disruptions may be major or minor and include anything that the instructor determines to be detrimental to anyone in the classroom or that the instructor determines to infringe of the rights of others in the classroom, including the right to obtain the full value of the course. This includes behavior that affects you and/or other students and/or the instructor.

Collaboration Policy
All work for this class becomes available for collaborative purposes for all members of the course, now and in the future. Your identity will remain private if your writing is used in other classes. Your grade in the course and your personal information will always be protected by federal law. I encourage you to talk to me about the course, and please email me if you do not understand the material. If you are having difficulties or you have special needs, please bring them to my attention right away.
I CANNOT GIVE YOU HOPE OF INCREASING YOUR AVERAGE OR YOUR UNDERSTANDING IF YOU WAIT UNTIL THE DAY OF OR THE DAY BEFORE AN ASSIGNMENT IS DUE TO ASK FOR HELP OR CLARIFICATION, OR IF YOU WAIT UNTIL THE END OF THE SEMESTER TO EXPRESS YOUR CONCERNS ABOUT YOUR GRADE.

ALL COMMUNICATION BETWEEN STUDENT AND INSTRUCTOR MUST BE IN A PROFESSIONAL MANNER.

These policies are applicable to everyone throughout the entire semester. Please do not embarrass both of us by asking for exceptions to be made for you.

*Federal regulations (FERPA) prohibit instructors from disclosing performance information about a student to parents without written consent from the student. Requests about grades/course information should be made by the student directed to the instructor.*

**Assignment Submission:** All written work will be submitted electronically via D2L. Assignments are due by class time on their due date. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Word Perfect, for example. You will be submitting all of your work electronically THROUGH D2L. You need to submit your essays in MS Word or in Rich Text Format. Before you send your document, do “save as” and in the “file type” menu, choose .doc, .docx, or Rich Text Format (rtf). **Google Docs will NOT work in D2L.**

Your assigned essays will be evaluated on fulfillment of the assignment. This includes correct organization, content, grammar and mechanics, MLA 8 formatting, and documentation. **All essays MUST follow MLA 8 format.** You will be given complete and detailed instructions on these expectations before your work is assigned or assessed. You are expected to turn in all work on time, and follow instructions as given. If you have questions, or concerns regarding an assignment, you must email your instructor BEFORE the assignment is due.

**Late Work:** I will not accept any work after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as Dropbox, which is a free service, to back up your files. All make-up work due to college-excused absence is at the discretion of the instructor.

**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. Putting other people’s ideas in your own words is plagiarism if you do not give the author credit. Plagiarism is stealing, borrowing, even rephrasing, other people’s ideas without giving your reader information about where you obtained the information. Plagiarism and academic dishonesty can happen even if you do not intend to be dishonest. If either accidental or intentional academic dishonesty is evidenced in your writing, at the instructor’s discretion, you will be given an F on the assignment and for the entire course.

ANY INSTANCE OF PLAGIARISM, WHICH IS THE UNACKNOWLEDGED USE OF ANYONE ELSE'S WORK—PUBLISHED OR UNPUBLISHED—OR CHEATING OF ANY KIND, WILL RESULT IN IMMEDIATE AND IRREVOCABLE FAILURE FOR THE ENTIRE COURSE. *Working together on assignments that do not specifically denote collaboration IS CHEATING, and you will be dropped from the course for it.

Using papers that you have written for other classes or at any other institution, including high school, will also be considered an act of academic dishonesty for this course. On certain assignments, consulting and searching the internet and borrowing material from the internet, even by paraphrasing, will be considered academic dishonesty and will be grounds for an F in the course.

All writing is subject to submission to an online plagiarism detection service. If submission is requested, papers that are not submitted by the student will receive a grade of F or 0%. In other cases when electronic submission has not been required by the instructor, a hardcopy of your writing and other work may be scanned and digitally submitted to a plagiarism detection service. This may happen with or without notifying you. If you get someone else to “help” you with your essays, I advise you to be very careful that you are doing your own writing and not having someone else do it. ACADEMIC HONESTY IS A SIGNIFICANT ISSUE. A lack of academic honesty is a form of cheating, and as I have already stated, you will be dropped for cheating of any kind.

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 and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.
Conferences and Course Communication:

1. **Office Hours:** As this is an online-only course, if you wish to meet with me during the semester, please set up an online appointment with me. Email is the best way to receive an answer to a quick question. If you do not hear back from an email within 24 hours, assume that I did not receive it, and email again, especially if you are a distance learning student. School district firewalls often hinder communication. Please use my SFA email, cornesam@sfasu.edu, rather than emailing me via D2L, as I am not able to access 2DL from 7:30 am-4:00 pm, M-F.

2. **Online Student Course Policy—Course Communication:** As an exercise in professional communication and self-representation, all emails and discussion board postings must follow traditional writing standards, and must be polite and professional in tone and nature. Please use your Angelina College email for email communication, rather than Blackboard Mail. Your instructor's email address is: acornes@angelina.edu. If I do not respond within 24 hours, please resend the email, as I did not receive it. Each communication should include the student’s name, course/section number, and a topic in the subject line of the email:
   
   **A salutation:** Hi/Hello/Deare Person’s Name
   **B. A message or body that is clear, concise, polite, and has complete sentences with standard spelling and grammar—including capitalization and punctuation. (No text message-ese or IM slang).**
   **C sign-off:** Thanks/See you Monday/Have a nice weekend/Best wishes, and your name.

When you have questions for your instructor, please use the following guidelines so that other students may benefit: Questions about TECHNOLOGY should be asked in the Technology Questions discussion forum. Questions about an ASSIGNMENT or the SYLLABUS should be posted in the Questions for the Instructor discussion forum. PERSONAL MATTERS should be discussed with your instructor through email, using professional communication style.

**Course Evaluations:** Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

**The Academic Assistance and Resource Center:** The AARC offer 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/](http://library.sfasu.edu/aarc/), visit them on the first floor of the Steen Library, or call them at 936-468-4108.
Withheld 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.

Accommodations: 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/disabilityservices/.

Assignments and Grading
Major essays, objective tests, research paper (due last week of course as final exam)—50% of course grade
Class participation, essays, discussion, and daily assignments will be used to assess understanding—50% of course grade
All writing assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. Google Docs is known to corrupt MLA formatting when transferred to D2L, so please avoid using Google Docs. All assignments will be graded for proper MLA 8 format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics; that is substance, as well as expression.

You will submit a rough draft for each major essay, and you will edit and revise one another’s work within the discussion board format.

All essays must be in MLA 8 format, with one inch margins, no cover page, appropriate parenthetical references, and a Works Cited page if specified in the assignment instructions, or as required by MLA rules. Text should be Times New Roman 12 point, double spaced, without extra spaces between paragraphs. Pages should not be right or full justified, with no bold or italics unless specified by MLA rules. Pages should be numbered, in the header, at the top right hand side of all pages, along with the author’s last name (Cornes #). The major work in this course is the writing; all the course work is designed to help you improve your writing skills. Doing all of the course reading and writing assignments increases the possibility of academic success.
All assignments must be completed in the order in which they are given. All the assignments for each module must be submitted before the next module begins; check the dates for each module in the Timeline. If you need extra time, you should consult with me. Work that is more than two days late will earn no more than 70%. Allowing yourself to get behind, in an on-line class especially, can be disastrous. Consult with me immediately if extenuating circumstances have affected your submitting work by the deadline. **All essay assignments will be automatically submitted to Turnitin.**

**Deadlines and late work**
You are expected to turn in all assignments on time. Late work will be accepted only according to the following guidelines:

- If you are running into delays completing any assignments, **CONTACT ME AHEAD OF THE DUE DATE to explain the problem.**
- Ordinarily, you will submit ALL work in this course through D2L. However, sometimes you may experience unexpected technical difficulties on a due date. If for any reason you are unable to submit an assignment through the normal means, then you are expected to email your assignment via your mySFA email to your instructor as an attachment by the previously specified due date and time. Assignments submitted through email will not be graded, but will at least serve as proof that you completed the work on time, until such time as you are able to log in to D2L and submit your assignment in the correct place. In short - technical glitches are NOT an acceptable excuse for late work.
- Failure to complete each module on time will have an impact on your success in this class.
- There is no option for an alternate assignment or for a late submission.

**Grading Standards and Expectations for Student Work:**

**Grade Criteria:**
Overall, your grade will be based on the number of available points you earn. To figure what your grade is at any time during the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage. At the end of each module, your “Average to Date” will be in your “Grades” list.

**Grading Standards:**

**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 distracting 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 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. A zero will also be given if the student did not turn in work, plagiarized, did not meet a major requirement, or did not write on the assigned topic.

<table>
<thead>
<tr>
<th><strong>A students</strong></th>
<th>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to</th>
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the discussion; always submits complete and polished drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.

| B students | Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits complete drafts of all papers for instructor and peer feedback; student demonstrates positive attitude; makes meaningful contributions during group activities. |
| C students | Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities. |
| D students | Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of at least three papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. Performance may be marked by other flaws: consistent tardiness; disruptive; etc. |
| F students | Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying or printing the course texts or not making up missed material); never volunteers, or doesn’t respond when prompted; submits drafts of two or fewer papers, which may sometimes or always be incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities. |

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**What makes an A paper an A paper, etc?**

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<tr>
<th></th>
<th>A Paper</th>
<th>B Paper</th>
<th>C Paper</th>
<th>D Paper</th>
<th>F Paper</th>
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<tbody>
<tr>
<td><strong>Thesis and</strong></td>
<td>Has a lucid, significant, perceptive response to the topic, which is fully developed.</td>
<td>Has a lucid, significant, response to the topic, which is fully developed.</td>
<td>Has a discernible, controlling idea or thesis, which responds to the topic; generally developed.</td>
<td>Has a discernible, controlling idea or thesis, which responds, but is underdeveloped or trite.</td>
<td>No responsive thesis, or response is not developed at all.</td>
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<td><strong>Development</strong></td>
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<tr>
<td>Support</td>
<td>Concrete, relevant details and examples.</td>
<td>Concrete, relevant details and examples.</td>
<td>Some superficial or trite generalizations, or facts with little comment.</td>
<td>Underdeveloped and trite generalizations; sketchy or irrelevant facts.</td>
<td>Little or no support for generalizations or merely lists of examples.</td>
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<tr>
<td>Audience Awareness Structure, supports, and tone</td>
<td>Awareness evidenced mainly in either structure and supports or tone.</td>
<td>Awareness evidenced only marginally in appropriate use of structure and support or tone.</td>
<td>Awareness slightly evident in appropriate use of structure and support or tone.</td>
<td>Seems to exist for the writer only.</td>
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<tr>
<td>Paragraphing and Logical Progression Coherent paragraphs progress through necessary, evident stages; includes transitions.</td>
<td>Generally coherent paragraphs progress through necessary, evident stages; includes transitions.</td>
<td>Generally coherent paragraphs that may be unwieldy or confusing; limited or predictable transitions.</td>
<td>Little or no attempt at cohesion; progress is confused or haphazard; little or no use of transitions.</td>
<td>Little or no cohesion; confused and haphazard progression; little or no use of transitions.</td>
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**Course Difficulties**
If you do not understand an instruction, or if you have questions or are having difficulties with the reading or writing assignments, please contact me as soon as possible. I can work with you to solve the problem. Please contact me first via email; if I do not respond, I most likely did not receive your email, and please try again.

**Email and phone messages**
The most reliable way to reach me is by sending an e-mail. My email address is cornesam@sfasu.edu. Please include “English 131, your section number and your issue” in the subject line. DO NOT USE THE EMAIL FUNCTION IN D2L.

**Official SFA Calendar and Important Course Dates:**
The official SFA calendar may be accessed via the following link: https://orion.sfasu.edu/calendars/?cal=1

Wednesday, January 15, 2020: **Courses Begin**
Monday, January 20, 2020: **Martin Luther King Jr. Holiday for Students And Faculty**
Friday, January 31, 2020: **Twelfth Class Day—Official Course Census Day**
Wednesday, March 4: **Mid-Semester**
Sunday, March 7-Monday, March 16: **Spring Break Holiday for Students and Faculty**

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**Tentative Course Outline:**
Timelines may change at instructor discretion. All changes will be announced in D2L.

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<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation and Short Stories</td>
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<tr>
<td>2</td>
<td>Short Stories</td>
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<tr>
<td>3</td>
<td>Review and Short Story Unit Exam</td>
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<tr>
<td>4</td>
<td>The Novel</td>
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<td>5</td>
<td>The Novel</td>
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<td>6</td>
<td>The Novel</td>
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<td>7</td>
<td>Poetry</td>
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<tr>
<td>8</td>
<td>Poetry</td>
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<td>9</td>
<td>Review and Poetry Unit Exam</td>
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<tr>
<td>10</td>
<td>Drama</td>
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<td>Drama</td>
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<td>12</td>
<td>Review and Drama Unit Exam</td>
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<tr>
<td>13</td>
<td>Research Paper Work</td>
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<td>14</td>
<td>Research Paper Work</td>
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<td>15</td>
<td>Research Paper Work</td>
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<td>16</td>
<td>Research Papers Due as Final Exam</td>
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</table>

**Syllabus Modification**
This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.”