ENG 132.509: Research & Argument (Spring 2020)
ONLINE

Instructor: Christina Kramer,
Department of English

Contact Information:
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Office Hours:

*Monday 10:00-10:50 AM—In F286 (Face-to-Face)
2:00-3:30 PM—On Brightspace (Virtual)

*Wednesday 10:00-10:50 AM—In F286 (Face-to-Face)
12:00-1:30 PM—In F286 (Face-to-Face)
1:30-2:30 PM—On Brightspace (Virtual)

*Friday 10:00-10:50 AM—In F286 (Face-to-Face)
2:00-3:30 PM—On Brightspace (Virtual)

*And by appointment

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.

ENG 132 “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.

Instructor Course Description:
In this course, we will discuss the methods of argumentation utilized by others in their writings on the problems, and solutions to those problems, of the present and future. Through our examination of the
arguments of others, we will be able to observe the tools used by these writers to persuade their audience to accept the premise they put forth in their argument. In turn, we will apply these concepts to our own production of argumentative writing.

**REQUIRED TEXTS & MATERIALS**

In addition to the books and materials below, there are additional readings and handouts posted on Brightspace that you are responsible for reading.


*** I will communicate with the class via Brightspace and/or SFASU email. You are responsible for checking our class page (especially for announcements) and your Brightspace/SFASU email daily (Monday-Friday), and for being aware of any information there.

**COURSE OUTCOMES**

**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.

**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 core learning objectives: 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.

**ENG 132 Student Learning Outcomes:**
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).
Assumptions for ENG 132:

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

You will receive a more detailed assignment sheet for Essays 1-4, the Research Proposal, and the Stand and Deliver assignment when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you.

1. Summary and Response (Essay 1)
To practice using basic source use skills, in your first essay you will choose one of three articles to write a summary for. In addition to summarizing the main claims made within the article, you must respond to the claims made by the article and judge the article’s effectiveness in proving the claims that it makes. The summary should be a minimum of 450 words and the response should be a minimum of 150 words and include a work cited entry for the source (not counted towards the minimum word length).

2. Collaborative Case Study (Essay 2)
This assignment has three parts: 1) a collaboratively written introduction to the current issue your group chooses, 2) individually-written analyses of different editorials or op-eds about this issue, and 3) a collaboratively-written conclusion. Individual analyses should each be 600-900 words. The introduction and conclusion should be a combined 600-900 words.

3. Research Proposal
For this assignment, you will write a proposal for your argumentative research essay. Your research proposal should inform me of the area of your research and solicit my approval of the topic. You should argue that you have a strong interest in a fairly specific topic, and that you can do a good paper on it. The research proposal will be graded on how specific, convincing, and well written it is. A good research proposal shows that you have got a good idea and have done enough research to know if it might work or not. The proposal should include background, methods, sources, and significance and be between 600-900 words.

4. Annotated Bibliography (Essay 3)
The goal for your annotated bibliography is to help you understand the critical conversation surrounding your topic so that you can join that conversation in your upcoming 2,400-3,000-word argumentative position paper. For this assignment you are to compose eight entries for the eight sources you would like to use in your paper that provides: an MLA citation for the source, summarizes the source, provides brief information about the author’s background (credibility), explains how you will use the source in your paper, and lists useful quotations that may prove useful in your paper. Each of the eight entries must include these items.
5. Argumentative Position Paper (Essay 4)
In this essay, you will choose a position to argue about an ongoing issue. You will then write a 2,400-3,000-word (double spaced) paper where you argue your position and then show how the issue could affect the future if it were allowed to persist. In addition to providing sources that support your position, you will also need to acknowledge the opposing sides’ position and anticipate any objections they would have against your argument in order to refute these claims. A minimum of eight credible and scholarly secondary sources should be utilized in this paper. The paper will also include a works cited page (not counted towards the minimum word length).

For example: If your position were against the United States defunding the space program, you would have to explain why defunding the space program is a problem and utilize sources that support your claim to show why the government should continue to fund the space program. You would also speculate on the consequences that defunding the program may have on the future. In doing so, you will need to address/refute the other side who argues for defunding the space program. Sources, even those writing against your position, may be utilized for this purpose as well.

6. Stand and Deliver
Each student will select a date (first-come-first-served) for when they would like their stand and deliver paper to be due. The date that is chosen corresponds to a particular position, either for or against, on an issue. Everyone will see after the second week of classes what topic they must argue for their paper on Brightspace after everyone has signed up for a date. For the paper, you will have to write a minimum 600-word argumentative essay that argues the position you randomly selected. You must make your paper convincing because after submitting your paper, I will post it to Brightspace so that your classmates can read each stance on the topic and then vote to decide whose argument was the most logical and persuasive. Whoever wins this vote will receive 3 extra credit points towards the major essay of their choice.

7. Peer Review
Students will be held accountable for multiple peer review sessions during the course of the semester. Students will be required to peer review their peer’s work and offer them meaningful and constructive feedback. They must also submit a draft to be peer reviewed. Each peer review session will be graded as such: 50 points are possible for bringing a draft (that meets the draft specifications requested for the session) to the peer review session and 50 points are possible for attending the peer review session and providing helpful feedback to your peer(s).

In addition to reviewing your partner’s paper and getting feedback from a peer, I am happy to go over essay drafts with you, no less than one day in advance of an essay’s due date, during office hours or during a mutually convenient appointment time.

Furthermore, you will find that some daily work assignments will ask you to apply specific concepts taught in the modules to your writing of a major essay for the course. The goal of this is to give you the opportunity to receive essay feedback during the writing process. There will also be extra credit opportunities offered throughout the semester for getting feedback from the AARC about a draft of your paper. Through each of these activities, you will have a chance to deeply understand what you are meant to accomplish in each writing assignment and to produce quality final drafts.

Remember: Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts.

8. Learning Modules
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links and material. Each module is also tied to the assigned reading in the Envision textbook. Not reading the modules or material assigned from the textbook 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.

9. Daily Work Assignments—Discussions, Quizzes, etc.
During each module, you will have some kind of informal writing or reading assignment, discussion board, Zoom meeting, and/or quiz to complete before the module’s end date. Each module will contain the instructions for these assignments as well as links to the assignments if need be.

For a bit more clarity about discussions, see the information provided below:

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.

10. Final Exam
There will be a comprehensive final exam given during finals week (see the Course Timeline for the date range during which the final will be open). Part of the exam will consist of questions pulled from the module quizzes from earlier in the semester, part of the exam will be a self-reflection essay where you will reflect on the skills you have learned in this course and explain the ways in which those are transferrable into the classes you take for your major.

***Extra credit opportunities will only be assigned in class and will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major essays.

ASSIGNMENT SUBMISSION GUIDELINES & DOCUMENT FORMATTING

Assignment Submission:
All major essays are to be submitted to the essay’s designated Brightspace dropbox on the day the assignment is due.

Unless otherwise stated on the assignment prompt for each essay, or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

• If extra credit was offered for an essay, email documentation to your instructor by the essay due date.
• Submit an electronic version of final drafts to Brightspace dropbox to be checked for plagiarism
• .doc or .docx format only (no PDFs)
• Follow MLA format, including citations and heading (see the document formatting guidelines below for more information)

Document Formatting:
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines.

For this course each assignment will:
• be in Times New Roman, 12-point font and will have one-inch margins on all sides
• be double-spaced (unless you are instructed otherwise), with the exception of Brightspace discussion posts
• have your name, your instructor’s name (Ms. Kramer), the course information (ENG 132.509), and the date (Day Month Year) in the upper left of your paper
• have your last name and the page number in the header of your paper (beginning on the first page), justified to the right
• have an original, creative title centered on the page
• have in essays with sources, a source list that begins with the words “Work(s) cited” centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source use “Work” and for more than one use “Works.”

NOTE: All Brightspace submissions should be saved as Microsoft Word (.doc or .docx) files, as Turnitin.com does not support Mac Pages. Assignments submitted in the wrong format will be considered late.

OFFICE HOURS, EMAIL & OFFICE PHONE

Office Hours:
I will have eight scheduled office hours each week. Four of these hours will be face-to-face and the remaining four will be virtual. During face-to-face office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours.

During virtual office hours, I will be on Brightspace, ready to talk with you about any questions, comments, or concerns you have about the course or specific assignments. During these virtual hours, you will be able to contact me by logging onto the course and clicking on the Zoom meeting link that I will have posted as a news item on the course page. Since this feature allows communication with multiple students at a time, if you have a private matter that you do not want others to hear, then let me know that you would like to discuss a private matter so that we can discuss the issue in a private Zoom meeting or email me. You can also come to my face-to-face office hours if you happen to be on campus.

If any of these scheduled office hours do not work for your schedule, please make an appointment to meet with me, either virtually or in person. I want to help you develop as a writer, and succeed in the course, so please come see me (virtually or in person) if you need assistance.

Email:
All emails sent to your instructor should be professional. In the email subject line please write ENG 132.509. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

I will typically only respond to emails during office hours on Monday’s, Wednesday’s, and Friday’s. With that being said, if you have a simple question that can be answered via email, feel free to email me at any time, but keep in mind that there may be a delay in you receiving a response from me.

For more detailed questions or if you want me to look at a draft of your paper, you will need to meet with me during office hours or schedule an appointment at an alternate time if none of those times will work for your schedule.
***With that being said, I do expect you to, first, reference the syllabus or the assignment prompts given out in class in order to find the answer to your question. If you cannot find the answer or need further clarification, please feel free to come by during office hours, ask me in class, email me, or call my office.

Office Phone:
If you have a question and would like to speak to me over the phone, I can be reached at (936) 468-2427. If I am away from my desk and unable to take your call, feel free to leave a message so that I know to get in contact with you.

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**GRADES & EVALUATION**

*Writing is a Series of Micro-Failures*

If you do poorly on an assignment please do not lose hope, or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes. Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

**Course Grade Breakdown:**
Students are required to complete four formal essays. While these essays will make up the majority of your grade, it will also consist of minor assignments, including “daily work,” i.e. smaller, low-stakes assignments geared towards helping you understand the concepts of the course or work on producing your final drafts of essays. Below are the assignments you will be required to complete and how much they are worth in regards to grade calculation.

- Summary and Response (Essay 1): 10%
- Collaborative Case Study (Essay 2): 15%
- Annotated Bibliography (Essay 3): 15%
- Argumentative Position Paper (Essay 4): 20%
- Peer Review (submitting a draft for review and giving meaningful and constructive feedback during peer review sessions): 10%
- Daily Work (discussions, Zoom meetings, quizzes, homework assignments): 15%
- Research Proposal: 5%
- Stand and Deliver: 5%
- Final Exam: 5%

All major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e. style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.

**Calculation of Course Grade:**
1. The grade for Essay 1 is multiplied by .1, retaining one number past the decimal point.
2. The grade for Essay 2 is multiplied by .15, retaining one number past the decimal point.
3. The grade for Essay 3 is multiplied by .15, retaining one number past the decimal point.
4. The grade for Essay 4 is multiplied by .2, retaining one number past the decimal point.
5. The peer review grades are added together and then divided by the number of peer review sessions. The resulting sum is multiplied by .1, retaining one number past the decimal point.
6. The grades for the Daily Work category are added together and then divided by the number of daily work assignments. The resulting sum is multiplied by .15, retaining one number past the decimal point.
7. The grade for the Research Proposal is multiplied by .05, retaining one number past the decimal point.
8. The grade for the Stand and Deliver assignment is multiplied by .05, retaining one number past the decimal point.
9. The grade for the final exam is multiplied by .05, retaining one number past the decimal point.

Note on End of Semester Grading:
Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I do for students; therefore, deviations will not be negotiable.

To that end, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course unless you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to Brightspace, you have the ability to see why you got the final grade you did. You can also calculate your grade yourself using the formulas I have provided above.

Explanation of Grades:
For each assignment, I calculate grades on a numeric, 100 point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

A: 90-100 (excellent performance)
B: 80-89 (above average performance)
C: 70-79 (average performance)
D: 60-69 (below average performance)
F: 0-59 (failure)

A Note on Word Count:
For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, failing to reach the minimum assignment requirements, including word count, will negatively impact the grade an assignment receives.

Assignment Return Policy:
I generally grade and return major essays within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about
All assignments (major assignments, daily work, peer reviews, and the final exam) are due by 11:59pm (United States Central Standard Time) unless otherwise specified on the assigned due date.

The essay. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received before meeting to discuss the assignment.

**ATTENDANCE**

As this is an online course, there is no standard attendance policy. However, students are expected to log into Brightspace at least once a day, Monday through Friday, to check their course email, to check for any recent news announcements, and to stay on top of upcoming due dates. You should also check your MySFA email to ensure that you have not missed any email messages from your instructor.

**Excused vs. Unexcused Absences:**
Below is a description of what is considered an excused absence:
Valid excuses for excused absences are limited to health emergencies, 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. According to university policy, “Students with accepted excuses may be permitted to makeup work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.” [Refer to Stephen F. Austin State University’s Attendance Policy at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf for more information.]

**LATE ASSIGNMENTS**

**This is not a self-paced course.** Writing in the workplace is generally deadline-oriented. To simulate this atmosphere, you are expected to turn in all assignments on time, and failure to do so will result in a grade deduction on the assignment for major assignments and, in the case of daily work, peer review assignments and the final exam, the late assignment will not be accepted.

All assignments (major assignments, daily work, peer reviews, and the final exam) are due by 11:59pm (United States Central Standard Time) unless otherwise specified on the assigned due date.

**Late Work (Daily Work):**
Late daily work will not be accepted other than for excused absences with proper documentation and your one Free Late Daily Work Pass (see below). Late daily work that is covered by an excused absence must be submitted **within one week** from the date provided on the student’s excused absence documentation and before the last day of class.

**Free Late Daily Work Pass:**
Because I understand that life happens sometimes, each student has one free late daily work pass known as an “Oops.” To use it, email me to tell me that you would like to use your “Oops” and then I will respond with further instructions. You will have one week from the assignment’s original due date (and before the last day of class) to **complete** and submit the assignment. Other than this “oops” assignment, no late daily work will be accepted without documentation of a university-approved excused absence (see “Excused vs. Unexcused Absences” above for a description of excused absences). Due to the time-sensitive nature of peer review assignments, the late daily work pass will not apply towards these assignments.

**Late Work (Major Assignments):**
Any major assignments submitted late will receive a 10 point deduction per calendar day. Major
assignments over 5 days late will automatically receive a 0.

**Note:** There will be a separate dropbox for each major assignment on Brightspace. If you do not know how to submit an assignment online or how to post to discussion boards, please ask me or a peer. Not knowing how to submit to a dropbox or discussion board will not serve as an acceptable excuse for turning in an assignment late. Furthermore, if you are ever confused about where to turn in an assignment or about how to complete an assignment, please email me before the assignment is due. If you ask me after the fact, it will be too late and the assignment will be considered late.

Additionally, technology issues (“my laptop randomly deleted my file,” “Brightspace would not let me submit the assignment two minutes before it was due,” “the Wi-Fi was not working,” etc.) are not an excuse for late work. You are encouraged to back up your work via multiple methods and leave yourself time enough for Brightspace submission issues when assignments must be submitted to Brightspace. If you are ever unable to submit an assignment to Brightspace because of an error with the Brightspace system, you should email me to let me know what is going on, with the assignment attached, prior to the due date. Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact Brightspace technical support to see about fixing the issue (see below for their contact information).

**Brightspace Technical Support:**
For Brightspace technical support, contact student support in the Center for Teaching & Learning (CTL) at ctl.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

**General Technical Support:**
For general computer support (not related to Brightspace), contact the Help Desk at 936-468-HELP (4357) or at Help.sfasu.edu. To learn more about using Brightspace, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

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**ACCEPTABLE STUDENT BEHAVIOR & COURSE CITIZENSHIP**

**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). 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. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. 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 assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

**Course Citizenship:**
To ensure that everyone feels comfortable and welcome in the online classroom environment of the course, take care not to disrespect others and/or their ideas, beliefs, or position, and to avoid any type of hate speech. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.
As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment.

**Academic Integrity (A-9.I):**
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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Consequences of Academic Dishonesty in ENG 132.509:**

**Consequences for Plagiarizing:**
If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome on a case-by-case basis. Penalties typically range from an unrevisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately before submitting the assignment.

**Note:** Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of homework assignments and essays, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work please. I will catch you if you do not, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding an essay assignment, please come see me during office hours. I am always happy to help. To prevent running low on time and completing the essay at the last minute, start working on the essay a little at a time weeks in advance of the essay’s due date.

**Consequences for Recycling Past Work:**
I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. Submitting old work does not demonstrate the new skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. If you are interested in expanding upon a topic that you have already written on for a previous class, please discuss this with me beforehand to get approval and to ensure that it is handled appropriately. The consequences for recycling past work will be determined on a case-by-case basis.
Turnitin.com (Plagiarism Detector):
In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit your essays electronically to Brightspace dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor, I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote.

For a more detailed look at this process, visit http://www.turnitin.com.

WITHHELD GRADES

A grade of WH (for Withheld) will be granted only in rare circumstances. Here is the official SFASU Policy on withheld grades:

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

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Office of Disability Services (ODS) to determine how you could improve your learning as well.

If you need official accommodations, you have a right to have those met. 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/.

DISCRIMINATION/SEXUAL HARRASSMENT

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 Policy E-46.

YOUR RIGHTS UNDER TITLE IX

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including
sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

HELPFUL & FREE STUDENT RESOURCES

Academic Assistance and Resource Center (AARC):
The AARC provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. They also provide academic skills workshops upon request.

Contact Information:
Phone: (936) 468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information about the services provided, visit them on the web: sfasu.edu/aarc

Counseling Services:
The rigors of university pose unique forms of stress—stress that can significantly compound life’s other challenges. If you are experiencing mental and emotional distress or if you just need to gain a new perspective on personal issues, please make an appointment with a licensed counselor in SFASU’s Counseling Services department. These services are free to any enrolled student. Do make use of this excellent resource. They can be reached at (936) 468-2401. For more information, you can also go to www.sfasu.edu/counselingservices.

The Office of Community Standards
The mission of the SFASU Office of Community Standards is to guide students through the conduct process in a learner-focused manner that provides a foundation for success, a commitment to responsible citizenship in a global and diverse community and a desire to make positive lifestyle choices based on the core values of integrity, honesty, accountability, civility and respect. Services The services that they offer, as outlined on their webpage, include Key Services Temporarily Needed (KSTN), absence notifications, and the Early Alert program. KSTN and absence notifications are discussed in more depth below.

KSTN - Key Services Temporarily Needed
The Office of Community Standards offers students with temporary limiting conditions help in locating services and assistance vital to their continued academic success. The Director of the Office of Community Standards works with a student to determine individual needs and then attempts to package assistance from available resources on campus. While there is not always an answer for every situation, much of the time, there are successful ways of addressing students’ temporary needs. The success of this program comes from the cooperation of SFA’s student-centered faculty and staff.
A few of the past conditions for which students have received assistance are broken bones, sprained joints, minor surgeries, and pregnancy complications. Examples of assistance that some students have received are assistance with obtaining copies of class notes, extended travel time across campus between classes, online assignments, and assistance with test taking. Each student is assessed individually and every endeavor is made to work with instructors to find workable answers appropriate to the particular course.

The various conditions addressed under this program do not meet criteria for the Americans with Disabilities Act and any assistance offered through the KSTN program is not to be considered acknowledgement of an ADA qualifying condition.

**Absence Notifications**
Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Community Standards and request an absence notification be sent to their instructors. These notifications are not excuses. They are provided as a courtesy to the student and the student's instructor(s) and are not an evaluation of the information received by this office.

Students requesting an absence notification should be prepared to give the Office of Community Standards their name, ID number, date(s) of the absence, reason for the absence, and a contact phone number. Students should also be prepared to offer documentation of the absence to their instructors. As per University policy Class Attendance 6.7, an instructor may determine the nature of satisfactory documentation.

For more information, go to [www.sfasu.edu/judicial/](http://www.sfasu.edu/judicial/) or call (936) 468-2703.

**The Pantry:**
The primary purpose of The Pantry is to lead the way in the reduction of food insecurity on the SFA campus through identifying and raising awareness of campus specific needs, and collaborating with campus departments and student organizations. All registered SFA students are able to receive food distribution. The Pantry is located on the 3rd floor of the Baker Pattillo Student Center in the Commons. For more information, go to [www.sfasu.edu/studentaffairs/1319.asp](http://www.sfasu.edu/studentaffairs/1319.asp) or call Molly Moody, assistant director student engagement, at (936) 468-1088.

**The Steen Library’s Resources:**
Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in person, there is a wide range of full-text materials (including articles, e-books, and more) that you can access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses 3 computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library and there are many next to the LINC Lab.

- Info Lab 1- on the first floor by the circulation desk
- LINC Lab- on the first floor by the Technical Support Center
- Info Lab 2- on the second floor by the Center for Teaching & Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson
R.W. Steen Library
(Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here: http://libguides.sfasu.edu.)
TENTATIVE COURSE SCHEDULE
ENG 132.509

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace.

Week 1: January 15-19
• Do Getting Started Module
• Read: Envision (pp. 296-302)

Week 2: [Monday, January 20= Martin Luther King, Jr. Holiday] January 20-26
• Do Module 1: Writing Style
• Stand and Deliver assignment introduced
• Essay 1 introduced
• Read: Envision (pp. 110-116) & Henry Grabar’s “Smartphones Are Killing Us- And Destroying Public Life” (in module) & Nicholas Carr’s “Is Google Making Us Stupid?” (in module) & “Point of View” (in module)

Week 3: January 27-February 2
• Do Module 2: Avoiding Plagiarism
• Read: Envision (pp. 230-238; 249-251; 266-269) & Kate Randazzo’s “In Defense of Modern Technology” (in module); “Words We're Watching: 'Patchwriting': Paraphrasing in a Cut-and-Paste World” (in module)
• Stand and Deliver #1 due to dropbox by 11:59 PM on February 2
• Begin peer review of Essay 1 on February 2

Week 4: February 3-9
• Do Module 3: Documenting Sources
• Read: Envision (pp. 269-293)
• Peer review due back to partner in discussion board by 11:59 PM on February 5
• Final draft of Essay 1 due to dropbox by 11:59 PM on February 9

Week 5: February 10-16
• Do Module 4: Analyzing Arguments Rhetorically--The Rhetorical Situation
• Essay 2 introduced
• Read: Envision (pp. 7-15; 75-78)
• Be working with Essay 2 group
• Stand and Deliver #2 due to dropbox by 11:59 PM on February 16

Week 6: February 17-23
• Do Module 5: Analyzing Arguments Rhetorically--The Rhetorical Appeals
• Read: Envision (pp. 50-60; 63-74)
• Be working with Essay 2 group
• Stand and Deliver #3 due to dropbox by 11:59 PM on February 23

Week 7: February 24-March 1
• Do Module 6: Avoiding Logical Fallacies & Introduction to Components of an Argument
• Read: Envision (pp. 60-62) & “Logical Fallacies” (in module) & “Recognizing the Elements of an Argument” (in module)
• Stand and Deliver #4 due to dropbox by 11:59 PM on March 1
• Begin peer review of Essay 2 on March 1

Week 8: March 2-8
• Do Module 7: Structures of an Argument & Synthesizing the Argument
• Research Project introduced [Research Project includes: Research Proposal, Essay 3, and Essay 4] - Focus this week will be on the Research Proposal and Essay 4
• Read: Envision (pp. 97-101; 108-109; 42-50; 156-162; 116-130) & “Form a Critical Response” (in module); “Emphasizing Synthesis in Your Response” (in module)
• Peer review due back to partner in discussion board by 11:59 PM on March 4
• Final draft of Essay 2 due to dropbox by 11:59 PM on March 8

Week 9: March 9-15
• Spring Break
• If you want to get ahead over the break, be reading the material assigned for Week 10 and be thinking about potential topics for your research project.

Week 10: March 16-22
• Do Module 8: Doing Research & Planning Research Arguments
• Research Project introduced [Research Project includes: Research Proposal, Essay 3, and Essay 4] - Focus this week will be on Essay 3
• Read: Envision (pp. 136-155; 166-198; 202-207)
• Stand and Deliver #5 due to dropbox by 11:59 PM on March 22
• Research Proposal due to dropbox by 11:59 PM on March 22

Week 11: March 23-29
• Do Module 9: Activities for Week 11
• Research and draft Essay 3
• Stand and Deliver #6 due to dropbox by 11:59 PM on March 29

Week 12: March 30-April 5
• Do Module 10: Argumentative Thesis Statements
• Research and draft Essay 3
• Read: Envision (pp. 29-32)
• Begin peer review of Essay 3 on April 1
• Peer review due back to partner in discussion board by 11:59 PM on April 5
• Stand and Deliver #7 due to dropbox by 11:59 PM on April 5

Week 13: [April 9-12= Easter Holiday] April 6-12
• Do Module 11: Organizing and Writing Research Arguments
• Research and draft Essay 3
• Read: Envision (pp. 212-226)
• Final draft of Essay 3 due to dropbox by 11:59 PM on April 12

Week 14: April 13-19
• Do Module 12: Transitions & Revising and Editing Research Arguments
• Research and draft Essay 4
• Read: Envision (pp. 229-230; 238-239; 246-248)
• Stand and Deliver #8 due to dropbox by 11:59 PM on April 19
• Stand and Deliver #9 due to dropbox by 11:59 PM on April 19
• Stand and Deliver #10 due to dropbox by 11:59 PM on April 19

Week 15: April 20-26
• Do Module 13: Activities for Week 15
• Research and draft Essay 4

Week 16: April 27-May 3
• No new module, instead research and draft Essay 4
• Begin peer review of Essay 4 on April 29
• Peer review due back to partner in discussion board by 11:59 PM on May 1
• Final draft of Essay 4 due to dropbox by 11:59pm on May 3

Finals Week: May 4-8
• Final Exam Online: **Opens May 4th at 8:00 AM-ends May 6th at 11:59 PM.**
• **NOTE:** The Final Exam must be taken in one sitting and can only be taken once.