Department of English and Creative Writing:
132 Research and Argument - Spring 2020

Instructor: Mr. Skylar Woods
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Office Hours: Monday, Wednesday 12:00pm-1:00pm, or by appointment
Class Time: MWF 2:00pm-2:50pm FERG 182

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.

ENGL 132 “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.

Required Materials

- Lumberjacks Write (provided by the Department of English and Creative Writing)
- Fahrenheit 451 by Ray Bradbury
- Other readings and handouts will be provided as needed (either printed or through D2L)
- Access to a word-processing software (preferably Microsoft Word, as it is provided through MySFA)
- Access to D2L
- Access to paper for in-class writing (either your own computer or paper copy)
Course Policies

Class attendance is mandatory. You are allowed a maximum of three absences, which equates to roughly a week and a half of coursework. You are still expected to do any work required for any given class period. Exceptions may be made depending on the circumstances, but we will talk outside of class to arrange that. Every absence after your first three will result in your total grade being dropped by half a letter (so a low A would drop into high B territory).

Several situations will cause me to consider you absent even if you are physically present. Sleeping, using your phone excessively, working on assignments for other courses, or listening to music through headphones will result in you being marked absent. I won’t make a scene about it, I will just mark you down as absent. There will be times I will give you permission to use your phone or listen to music. Work with me. Respect my time and I will respect yours.

I will begin class as promptly as possible but understand that I am also a human being and may have extenuating circumstances that make me late. Assume that I will always be there on time and the lecture will begin as soon as class starts. If you show up to class 10 minutes after the lecture begins, you will be counted late. Two late arrivals equate to one absence. If there is a case where I must cancel class, I will send an email through D2L as soon as possible.

Respect:

Discussion is a crucial element of this course, and you are expected to contribute. It is okay to disagree with each other (and I expect this to occur), but you must respect everyone’s else’s opinion. Treat your classmates with kindness and they will be expected to return the favor. If anyone disrespects or insults another member of the class, they will be asked to leave that class session and reprimanded appropriately.

Communication:

When contacting me, try to uphold a degree of professionalism. Include an appropriate subject in your email and be as clear as possible with your questions or concerns so that I can help you to the best of my ability. Feel free to contact me at any hour, but don’t expect me to respond immediately if you email me in the middle of the night. I will do my best to respond to all emails within 24 hours of receiving them.

Food and Technology:

Food and drink are okay in class as long as you don’t disturb the lecture or your other classmates. Laptops and computers are allowed for note-taking, but I refrain the right to take this privilege away if I see it being abused.

Grading:
Two of your major assignments will make up 10% of your final grade, resulting in a total of 20%, while the Annotated Bibliography and Research paper will be a total of 45%. All major assignments will be turned in both on D2L dropbox (for plagiarism checker) AND a paper copy you’ll turn in that class (that I will mark up). Papers will be due BEFORE class the day they are due or points will be taken off (yes, even if it’s one minute late). It’ll work out as displayed below (assignment expectations will be given later with further details and then posted on D2L):

10%- Summary and Rhetorical Analysis Paper (100 Points, 3-4 pages, Critical Thinking)

For this essay you will be given an article in which you must summarize the content accurately and analyze the types of sources, argument, and effectiveness of the article.

10%- Literary Analysis (100 points, 4-5 pages, Critical Thinking)

For this essay you will read and watch the movie Fahrenheit 451 and write on some aspect of the book of your choosing. You may also write how the book coincides with the film.

15%- Annotated Bibliography and Proposal for Research Paper (150 Points, 6 entries, Critical Thinking)

This assignment will consist of a 6 entry annotated bibliography over the sources to be used in your research paper, as well as a project proposal over what your chosen topic will be. You may choose any topic other than the select few I will cover in class.

30%- Research Paper (300 Points, 6-7 pages, Critical Thinking)

This paper will be the accumulation of all your previous research in which you will: explain the current conversation(s) happening on your topic, introduce your specific angle on that topic, and back up your argument with specific examples and scholarly sources.

15% - Presentation (150 Points, Communication, Personal Responsibility)
15%- Workshops (150 Points, (37.5 per workshop), Teamwork, Personal Responsibility)
5% - Final Exam (50 Points)

Late Work:
Late grades will be an option for major assignments, although not one I would recommend. After grading your assignment, I will drop it one full letter grade for every full day it is late. For example, if you turn your paper in one day late and I give it a B after looking it over, I will drop that grade down to a C for grading purposes. Late grades will not be given for daily assignments—if you don’t turn it in, it is a 0. If you miss a class, contact me or a classmate and I will tell you the assignment and expect it by the next time you attend class. Keep in mind that I will not recap a lecture for you—your attendance is your responsibility.

**Presentation:**

You will create either a slideshow (Powerpoint, Prezi, Google Slides) or an infographic and present the information and topic of your Research Paper. This presentation needs to cover: What **Type** of sources are you using, how do you plan to use them, what makes them credible sources, and what will be the main points of your paper. The presentation must last at least 5 minutes and focus on informing. Also, since this is a formal presentation, business casual attire for the presenters that day is mandatory.

**Conferences:**

Students will meet with me for at least one mandatory conference that will take place near the end of the semester. If you fail to appear for your conference, you will be counted absent for the day. Details will be provided as the dates approach.

**Peer Review:**

Peer review is an important asset that should be taken advantage of in this course. There will be one peer review before each major paper, which is listed on the course calendar, and it is **mandatory**. Each workshop counts as a 37.5 point **completion grade** towards a total of 150 points, you will receive a zero if you fail to participate or fail to turn in any part of the workshop requirements. The parts required for a workshop are as follows: **Author’s Note** (A short paragraph telling the history of the draft, what do you like best about it, what do you like worst, what questions about your writing do you want your readers to answer?) and **2-3 pages of writing**.

The class will split into groups of four and that will be your peer group for the rest of the semester. During each peer review you will print off 4 copies of your papers, three for your group members to review, and one to give to me so I can track your progress through the assignment. I will pick up the peer reviews, grade them with a completion grade, write my own comments, and give them back (usually) the following class.
Course Calendar:

This calendar is tentative, and I reserve the right to change or alter it at any time.

Week 1

Wednesday, Jan. 15

Syllabus Day & Introductions

Friday, Jan. 17

Introduction to **Summary and Analysis Paper**, Refresher Topics

**Homework:** Read Article: “Cripples, Bastards and Broken Things: Disability in Game of Thrones” by Katie M. Ellis

Week 2

Wednesday, Jan. 22

Plagiarism and Credible Sources, Reading Discussion

Friday, Jan. 24

Summary Vs. Analysis

Week 3

Monday, Jan. 27

Review Thesis and Transition Sentences

**Homework:** Read chapter 9 of *Successful Writing*

Wednesday, Jan. 29

Revising and Revision Process, Reading Discussion

**Homework:** Have 4 Drafts and Authors note for workshop

Friday, Jan. 31
Workshop Day

Week 4

Monday, Feb. 3

Credible vs. Scholarly sources

Wednesday, Feb. 5

Academic Style and Voice, Incorporating Quotations and Works Cited Page

Homework: Finish Paper

Friday, Feb. 7

Summary and Analysis Due, Review Literary Elements

Week 5

Monday, Feb. 10

Introduction to Literary Analysis Assignment, Review Literary Devices

Homework: Read Part One of Fahrenheit 451

Wednesday, Feb. 12

Types of Databases, Reading Discussion

Homework: Read Part Two of Fahrenheit 451

Friday, Feb. 14

MLA Citations, Reading Discussion

Homework: Finish Fahrenheit 451

Week 6

Monday, Feb. 17

Watch New Fahrenheit Movie/Discussion

Homework: Work on Literary Analysis

Wednesday, Feb. 19

Watch New Fahrenheit Movie/Discussion
Homework: Work On literary Analysis

Friday, Feb. 21

Finish Movie/Discussion

Homework: Have 4 Drafts work Workshop

Week 7

Monday, Feb. 24

Workshop Day

Wednesday, Feb. 26

Logical Fallacies

Homework: Finish Literary Analysis

Friday, Feb. 28

Logical Fallacies

Week 8

Monday, March 2

Literary Analysis Due, Annotated Bibliographies, What are they? Introduction to Annotated Bibliography

Homework: Choose topic

Wednesday, March 4

Student examples of Bibliographies and annotations/MLA Review

Homework: Find 2 sources

Friday, March 6

In-class annotation/citation practice with those 2 sources, Databases

Homework: Work on Annotated Bibliography and have 4 drafts ready for Workshop

Week 9

Spring Break
**Week 10**

**Monday, March 16**
Workshop Day

**Wednesday, March 18**
Proposal Review, Discuss student issues/struggles

*Homework:* Finish Annotated Bib. and Proposal

**Friday, March 20**
Introduction to Research Paper and Presentation

**Week 11**
Conferences (no class)

**Week 12**

**Monday, March 30**
Other Types of Databases, *Annotated Bibliography and Proposal Due*

*Homework:* Work on Research Presentations/Paper

**Wednesday, April 1**
In-class Writing/Research Day

*Homework:* Work on Research Presentations/Paper

**Friday, April 3**
In-class Writing/Research Day

*Homework: Work on Presentation*

**Week 13**

**Monday, April 6**
Weird Citations
Wednesday, April 8

Good Research Techniques

Friday, April 10

Easter Break

Week 14

Presentations (Will Schedule Specifics in class)

Week 15

Monday, April 20

In-class Writing and Research

Wednesday, April 22

In-class writing and Research

Homework: Have 4 Drafts for Workshop

Friday, April 24

Workshop Day

Week 16

Monday, April 27

Workshop MLA Citations and Works Cited Page on Essays

Wednesday, April 29

Writing Day, MLA help, Final questions or hurdles for paper

Homework: Finish Research Paper

Friday, May 1

Research Paper Due, Discuss Final

Homework: None
Course Outcomes:
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.

Student Learning Outcomes for ENG 132:
At the completion of this course, students will be able to:
• Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multistep, 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 English 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.

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

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/4.1-student-academicdishonesty.pdf. I take
plagiarism very seriously. Don’t do it. A plagiarized assignment will receive zero points. A
second instance of plagiarism will result in a failing course grade, and I will also contact the appropriate dean’s office, which may result in the guilty student’s dismissal from the university.

**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. See the university’s complete course grade policy at http://www.sfasu.edu/policies/5.5_course-grades.pdf.

**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/.

**Acceptable Student Behavior:**
A recent policy from the Provost’s Office states, “Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

** Discrimination/Sexual Harassment:**
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources for Policy E-46.

**AARC:**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108. To schedule a weekly appointment, visit sfasu.edu/aarc and sign up ASAP.