English 132 Research and Argument

English 131-752 Spring 2020 Syllabus

Meeting Times: MWF 11:30-12:20

Location: Little Cypress/Mauriceville High School

Instructor: Annaliese Chaudhuri (Mrs. C)

Office Location: N/A

Email: chaudhurad1@sfasu.edu (mySFA email), chaudhurad1@d2l.sfasu.edu (D2L email)

Office Hours: MWF 8:30-10:30 by email through D2L or mySFA

Required Materials:


InQuizitive for writers (see D2L)

Writing materials (pen/pencil and paper or laptops) should be kept on hand at all times for taking notes and for in-class writing. Although we won’t necessarily write every day, you should come to class every day expecting to write or talk about writing.

Various handouts/readings will be posted on D2L during the semester.

Recommended Materials:

A flash drive or access to an online drive (such as Google Drive) for making backups. The only thing worse than having a nearly-complete essay lost to a crashed computer is having your professor say you should have backed it up.

Course 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.

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.

This is a writing-intensive course. There are a number of major written assignments through which you will produce a minimum of 20 pages of final-draft-quality writing.

General Education 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.

English 132 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).
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.

COURSE POLICIES

Ms. Claybar will be helping me facilitate this course, and she will be in charge of making sure that on Tuesdays and Thursdays when I don’t see you, that you are doing work that I have assigned to you to have ready for future class days. The time she is taking to work with us on this course is invaluable to me and she is to be given every respect and courtesy. Reports of misbehavior or lack of cooperation while Ms. Claybar is in charge on Tuesdays and Thursdays will result in disciplinary action.

On the days when I do see you, Ms. Claybar will also be present. If she asks you to do something, you need to listen to her. Refusing to cooperate with either Ms. Claybar or myself on a regular class day will result in being given an absence for that class day.

Attendance is mandatory.

- If you receive seven (7) absences, you will fail the class.
- Keeping up with your attendance is your responsibility.
- Coming to class late or leaving class early will result in an absence except in the case of Dr./medical appointments of any kind, family emergencies, illness, or an event or service sponsored or required by the high school. If you have an excuse that doesn’t meet these criteria but you feel should be excused, you may email me about it.

If you are sleeping in class, you are absent.
If you are being disruptive (this includes unnecessary technology use) in class, you are absent.
Do not pack up until you are instructed to do so or you will be counted as absent.
No headphones/earbuds unless I say.
Check your e-mail and our D2L course page every day if not every other day.

Attending class does not equate to class participation. You’ll notice that there isn’t a grading category labeled “participation” or “attendance” for this class, but there are grading categories for quizzes and class discussions. This means that a student could physically attend every class day, but if they choose not to study or read for upcoming quizzes or not to engage in class discussions when they are being graded, they would earn a much lower grade in the course or possibly fail the course.

Taking notes on your readings, highlighting, etc. can help you a lot with making sure that you can contribute and feel more prepared for what you might want to choose to contribute during class discussion (such as if someone in class says something you also wanted to say, you will
have a list of several other talking points to use instead). Asking questions that pertain to
discussion is also an appropriate way to be part of class discussion.

**Classroom Decorum:** In order to improve our critical reading and thinking skills, we will
engage in open, free discussions. Despite the overall similarities in age, University classes tend
to be composed of people of differing backgrounds with differing perspectives. In other words,
we can all learn from our peers. To this end, you *must* come to class prepared to discuss and
debate the readings. All participants in discussions are expected to remain courteous and
respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary
problems at the college level, persistent behavioral disruptions will result in the student in
question being asked to leave and receiving an absence for the day. The goal of these discussions
is not to “win” an argument but to open everyone’s minds to multiple possibilities.

**E-mails** will be composed professionally. Anyone sending unprofessional e-mails will be invited
to resubmit. If you send me an email with just an attachment without a request as to what you
want done with it, I will not respond to that email.

**Food and drink:** Eating or drinking in class is fine as long as you are quiet/not a disruption.

**Late work/revision policies**

- Late work can only be accepted with an *excuse such as a death in the family, an illness/dr.
appointment, or an unforeseen university/high school approved event*. Excuses must be
dated and emailed. If you are making up work due to any of the aforementioned types of
absences, these assignments are should be completed in a week’s time or will lose points.

- If you know you are going to be absent ahead of time, you should turn in your assignments
ahead of time. This is especially important if the absence doesn’t meet the criteria for an
“approved excuse” mentioned previously.

- Homework/discussion work or daily work (such as quizzes) cannot be turned in late or made
up regardless of what your approved excuse is or if it’s an issue of an unexcused absence.
Basically if you're not in class to take a quiz or participate in a verbal discussion, that grade is
dropped from your average for that grading category. You will not send me any makeup work or
take a quiz at a different time. Only essays can be turned in late, but for unexcused absences, ten
points per day will be deducted from an essay that was not submitted the day and time it was
due.

- Students may revise their first OR second essay (but not the annotated bibliography or third
essay). Essay 1 revisions or Essay 2 revisions are due Friday, May 1st. I will use whichever
grade is higher as the final grade on an essay revision. For example, if a student revises their first
essay and scores a 60% initially and then scores an 80% on their revision, I will use the higher
grade. Conversely, if a student scored 60% initially, but scored a 30% on their revision, the
higher of the two grades would still be used. Essays that are turned in late cannot be revised
(unless in the case of an excused absence).
Plagiarism: If you use ideas or words that are not your own, you must give full and proper credit. The use of “essay rewriter” or paraphrasing software is expressly forbidden.

If you plagiarize, you will almost certainly get caught. If you get caught, you will earn a zero for the assignment, and you will fail the course. It doesn’t matter if it’s a homework assignment or a major paper. It doesn’t matter if you plagiarized a few lines or the whole paper. Cheating on quizzes also is a form of academic dishonesty. Your misconduct will be reported and documented to the university and will result in disciplinary action and could result in expulsion from the university.

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. Computer failure is not an excuse for missing due dates.

Page counts must be met. Page counts do not include the Works Cited page. Ten points per page will be deducted for incomplete assignments (If I ask for 4 full pages of writing, I do not mean turn in 3 ½ pages of writing).

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult our textbook or the Purdue Owl online. Essays which do not include a Works Cited page will not receive more than half the total grade possible. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Grading Breakdown
Discussion (verbal discussion, discussion boards or chat rooms, workshop, peer review, any daily activities or homework) 8%
Quizzes and Final Exam (these grades are averaged together) 7%
Essay 1 20%
Essay 2 20%
Annotated Bibliography 20%
Essay 3 25%

A 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 the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
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<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
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<tr>
<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two 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.]</td>
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<tr>
<td>F</td>
<td>Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not bringing course readings to class or not making up missed material); never volunteers, or doesn’t respond when prompted; never or very infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.</td>
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**Grading Standard:**
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

**Academic Integrity (A-9.1)**
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/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Tentative Class Plan English 132—Spring 2020**

**Week 1 (Jan. 15-17)**
Review the syllabus, review past essays from 131 and submit a plan of action for the semester, review source types and plagiarism, go over the Essay 1 assignment.

**Week 2 (Jan. 20-24)**
Class discussion of a visual source selected by a student as well as a thesis statement generation for this source, go over counterargument and different methods of argument (classical, Rogerian, Toulmin, etc.), complete your research for your visual rhetorical source as well as any other source material. Grades due on D2L.

**Week 3 (Jan. 27-31)**
Workshop introductions and thesis statements, draft the rest of your essay

**Week 4 (Feb. 3-7)**
Peer review, workshop counterargument paragraphs, continue drafting your essay. Grades due on D2L.
**Week 5 (Feb. 10-14)**
Peer review, MLA and plagiarism review day, Essay 1 due.

**Week 6/LCM Winter Break (Feb. 17-21)**
Grades are due on D2L

**Week 7 (Feb. 24-28)**
Review Essay 2 assignment, Class discussion of a literature source selected by a student as well as a thesis statement generation for this source, review counterargument and different methods of argument (classical, Rogerian, Toulmin, etc.), review selecting different source types, complete your research for your literature source as well as any other source material.

**Week 8 (Mar. 2-6)**
Workshop introductions and thesis statements, draft the rest of your essay. Grades are due on D2L

**Week 9 (Mar. 9-13)**
Peer review, workshop counterargument paragraphs, continue drafting your essay.

**Week 10 (Mar. 16-20)**
Peer review, MLA and plagiarism review day, Essay 2 due. Midterm grades are due on the 16th. Grades are due on D2L.

**Week 11 (Mar. 23-27)**
Go over Essay 3 and the Annotated bibliography assignment, class discussion of topics selected by students, review selecting different source types, review MLA formatting

**Week 12 (Mar. 30-Apr. 3)**
Workshop annotated bibliographies, annotated bibliography due. Grade due on D2L

**Week 13 (Apr. 6-10)**
Review the different styles of argument and review counterargument, workshop introductions and thesis statements.

**LCM Spring Break (Apr. 13-17)**
Grades due on D2L.

**Week 14 (Apr. 20-24)**
Peer review, workshop counterargument paragraphs, continue drafting your essay.

**Week 15 (Apr. 27-May 1)**
Peer review, MLA and plagiarism review day, Essay 3 due, revisions to Essays 1 or 2 due. Grades are due on D2L.

**Finals Week (May 4-8)**
Final exam on May 4th. Grades are due on May 13th by noon to SFA self-service banner.