Syllabus

The Basics

Research & Argument: ENG 132.500
Summer II 2020 Online

Dr. Henty, hentym@sfasu.edu

Virtual Office Hours: Tuesday and Thursday 1-2 PM and by appointment

Course Description

“Research and Argumentation” (3 credits; fully online) This course spans 5 weeks in summer semesters. 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. Students will 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. These activities require students to engage the online modules for a minimum of 9 hours per summer week (45 hours total for the course). In addition to the “lecture” materials, students have required academic components and deliverables: discussions, written assignments, and a final exam. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments. For summer, this is a total of 27 hours per week.

Remember, if you took English 131 and made lower than a C, you should not be enrolled in English 132. You must re-enroll and pass English 131 before moving on.

You will learn 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)

Students entering 132 should already:

- 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
OER Textbook Materials

As you may have noticed, there is no required textbook for this class. We will be using OER (Open Education Resources), along with a few PDFs that I have scanned from specific textbooks. In many ways, this is great--mainly cost.

You will need reliable internet access in order to access the OER materials online. Most will also have options for you to download a PDF to access offline.

As you work through the modules, you will see that I have embedded or linked to the required readings. Here is a list of (and links to) the main OER that we will be using:

- **Writing Spaces** (there are three different volumes with different readings)
- **The Process of Research Writing**
- **English Composition II: Rhetorical Methods–Based** from Lumen Learning
- **Writing Commons**
- **Style for Students: A Writing Guide** from Lumen Learning
- **Writer's Handbook**

Online D2L Features

**Discussions**—I will post topics for discussion; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually. Additionally, there is a discussion space for questions.

**Chats**—We will have two scheduled chats per week (approximately 45 minutes to one hour long) on Tuesdays and Thursday 12-1 PM. For week 1, we will meet Thursday, July 9 (no meeting Tuesday). If you cannot make the chat, you will need to read the chat log which will be posted in the discussion board; you will then respond in the form of a paragraph, in the same manner you do to the other discussions. Hopefully, most of you will be able to make the chat at the scheduled time, but if not, you will be able to go to the discussion board the following day, and find the chat log posted. From there, you will post your response to the discussions that took place in the chat.

**E-mail**—Please e-mail me in the course; I will read the e-mail at least once each weekday, and once on the weekend (probably Sunday nights). Please log on to the course each day and check for e-mails and responses.

**Office Hours**—I will have two scheduled office hours each week in my "virtual office." You will be able to find me in the D2L Chat for Office Hours during this time. If you would prefer to meet via Zoom during this time, simply hop on the chat and let me know. If multiple people need to meet, we will set up a private chat and students will wait/take turns, or we will meet and chat together.

**Appointments**: You may request a virtual appointment (Zoom or Chat) outside of office hours by sending me an email.

**Zoom**: Zoom will be utilized for office hours and one-on-one appointments as needed. There are no regular Zoom meetings for this class. However, depending on interest, some weekly chats may be conducted via Zoom.

Weekly Assignments and Learning Modules

Under the course content, you will see the course divided into weeks with specific topics for each week. Each module is designed to help you learn about writing, argumentation, and analysis, with skills building upon one another throughout the course. All work will build towards the final researched argument.
Please read these weekly content modules carefully, and follow any outside links and material. Not reading the content modules and connected assigned reading 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. Each and every assignment you need to complete will be included (as links) in each of these modules.

I will not open the whole course at one time, because I don’t want you to jump ahead. Every student needs the feedback from the final assignments in each unit before completing final work in the next one.

**Attendance**

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

**Submitting Work and Late Work**

All assignments are due either in the dropbox, discussion board, or the quiz feature. The assignment due dates and times are included with the instruction, but assignments will be due at 11:59 p.m. Monday-Thursday. If you wait until the last minute to submit, you may be shut out—so please plan accordingly. In the event that your computer glitches, you need to take a screen shot (so I can see when you were attempting to submit) and then I need you to e-mail me the paper and the screen shot, so I will have the copy on time. You will still be required to submit the work in the appropriate course tool, but your paper will be considered on time. I don’t want you to make a habit of it, as it is a time consuming process to reopen the system, but unless you do this, I will have to treat any late work according to the stated policy.

**Discussions:** Unless you are told otherwise, write (or copy) your discussion comments in the box provided, and then post them. To receive full credit for the discussions, you should read other classmates’ posts, and post your own as well. Follow directions regarding responding to classmates’ carefully. I would recommend composing your text in Microsoft Word (or some other program), and then copying and pasting into the threaded discussion box in order to avoid losing your work due to internet connection issues.

**Chats:** Log in and read other classmates' posts and post your own. Make sure you are active in the live chats by paying attention and posting consistently. You won’t get credit just for logging in. Each week, within an hour of the chat, I will post the recorded log of that chat and directions for making up that chat in the Discussion Board, under the Forum "Discussion Board Chat." If you can’t make the live chats, read the whole log and the directions given in the Discussion Board Chat. Respond fully so that you can receive full credit. The make-up chat discussion will be open for one week following the live chat, and it will close before the next week’s chat begins.

**Quizzes, Daily Assignments:** Follow the directions for each of these. Sometimes you may be allowed to submit assignments in the submission box; at other times, you will need to attach files. All files should be saved as .doc or .rtf files; any other file extension will cause problems for me when I try to open it.

**Essays:** In order for me to grade your papers, and make marks, ALL essays--rough drafts and final drafts--must be written, saved as .rtf or .doc files, and attached in the assignment--not submitted in the submission box. Please save copies on your own computer and/or flashdrives--in case something goes wrong in the
submission process. If you use a computer in any of the labs, make sure you do not leave the computer without saving the file and sending it to yourself through e-mail, or saving it to a flash drive. It will not be saved to that computer after you leave—so please be careful.

**Naming your Files:** Please include your last name and first initial (at least—full name is also okay) in any file names that you submit to me.

**Extension/Late Work:** Students are allowed one free extension during the semester. You may extend any one due date 24 hours; you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, I will not accept any late work. Any grade is better than a 0, so you should always submit something. Note: While the extension may be applied to rough drafts, keep in mind that the final due date will not change; additionally, your peer review partner will NOT be required to comment on your draft.

**Technology Issues:** Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work. You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. You are responsible for making sure your work is submitted successfully.

**Office Hours**

I will have two scheduled office hours each week in my "virtual office." You will be able to find me in the D2L Chat for Office Hours during this time. If you would prefer to meet via Zoom during this time, simply hop on the chat and let me know. If multiple people need to meet, we will set up a private chat and students will wait/take turns, or we will meet and chat together.

During my office hours, I am available to answer questions and work with students. If my office hours do not work for you, simply email me to set up an appointment. I am also available for Zoom appointments. This is your time to get one-on-one help or clarification on any assignment. Anytime that you would like additional guidance or feedback on an assignment, I encourage you to come to office hours.

**Disability Policy**

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/).

**Academic Dishonesty/Plagiarism**

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called PLAGIARISM, which means using without credit the ideas or expressions of another. Self-Plagiarism consists of submitting previously submitted work again. Plagiarism will result in a 0 for the plagiarized assignment and notification of the Dean’s office.

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. [http://www.sfasu.edu/policies/academic_integrity.asp]

### GRADING & ASSIGNMENTS

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essay 1: Source Evaluation</td>
<td>150 pts.</td>
</tr>
<tr>
<td>Essay 2: Annotated Bibliography</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Essay 4: Researched Argument</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Daily</td>
<td>250 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 pts.</strong></td>
</tr>
</tbody>
</table>

All work that falls under daily should be considered "process work," in that it is designed to help you complete the final draft, or the product, of your major writing assignments.

For all major writing assignments, you will receive a detailed assignment sheet.

**Daily Grades**

The final 250 points will come from daily participation—drafts of essays, peer review, daily assignments, chats, discussion boards, conferences, and quizzes; there will be numerous daily grades, and these will comprise 25% of your total grade. It is very important that you do these assignments and turn them on time, as they are building blocks to successfully accomplishing the major writing assignments associated with the modules.

**Drafts/Revision**

Drafting and revising is a major component to this class. Learning how to heavily revise drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress, as well as by peer and instructor feedback. Heavy revision goes deeper than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best writing and that revision may require significant rewrites. Students who commit themselves to the hard work of heavy revision inevitably produce better essays and become stronger writers. For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped by a partner and/or by me.

Each draft should include an **author's note**. The author's note should include:

1) The state of your draft (first draft, third, etc.)
2) What you think is going well
3) What you are having trouble with or would like advice on
4) Discussion of and response to feedback and revisions for any drafts subsequent to draft one

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

**Grading Standard**

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

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

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

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

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

**ADDITIONAL RESOURCES**

**AARC Tutoring**

Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936-468-4108, Email: aarc@sfasu.edu, Website: sfasu.edu/aarc

**Counseling Services**

College is stressful! Counseling is a free service for all students at Stephen F. Austin, located on the third floor of the Rusk building. Phone: 936-468-2401, Email: counseling@sfasu.edu, Website: http://www.sfasu.edu/counselingservices/

**Office of Community Standards**

The Office of Community Standards is a great first stop when life is interfering with school. 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. 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. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: http://www.sfasu.edu/judicial/