Instructor Name: Alison M. Crivellaro Cope, M.Ed
Office: remote
Office Hours: T-Th, 9-9:30; 2-4; virtual by Zoom (or by appointment)
E-mail: alison.cope@sfasu.edu
Office Phone: 936-468-2165 (leave a message)

Course Prerequisites: A grade of C or higher in English 131.

Required Texts:
  (epub ISBN: 9780393538335)
- Additional readings will be assigned or distributed throughout the term. These will be provided by the instructor
  or will be designated as available on-line, in the library, or posted in the course page on D2L.

Other Requirements:
Regular and reliable access to the internet (Brightspace via D2L and your 365 Cloud via MySFA), Word processing
software (either Google Docs, MS Word, Adobe CS, or Pages), and a flash (jump or thumb) drive, notebook for writing in
class or an e-journal app. that you can access during class, and access to a printer.

I. Course Description:

ENGL 1302 – Research and Argument: “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 1301.”

II. Credit Hour Justification:

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.

III. General Education Core Curriculum Objectives:

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills,
SFA is committed to the improvement of its general education core curriculum by regular assessment of student
performance on these six objectives.
1. **Critical Thinking:** Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. **Communication Skills:** Effective development, interpretation and expression of ideas through written, oral and visual communication.

3. **Teamwork:** The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. **Personal Responsibility:** The ability to connect choices, actions and consequences to ethical decision-making.

IV. **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.

IV: **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 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 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.

V. **Course Assignments & Grade Breakdown**

Students are required to complete four formal essay-based projects, among other daily, weekly, group, and individual grades. See below for a breakdown of the percentage of your final grade that each item is worth.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Percentage of final grade (100)</th>
<th>Due Dates (on D2L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board participation</td>
<td>When a discussion board is required for the week, the initial post is due Thursday @ 11:59 pm and then two or more replies to peers are due by Sunday @ 11:59 pm.</td>
<td>10%</td>
<td>Frequently throughout D2L; initial post Th. @ 11:59 pm and replies Sun. @ 11:59 pm</td>
</tr>
<tr>
<td>Weekly Journals, blogs, and Tutorials</td>
<td>Journal writing, book-related tutorials, blog responses, and homework assignments in D2L</td>
<td>10%</td>
<td>Ongoing; every week</td>
</tr>
<tr>
<td>Essay 1: Summary Analysis</td>
<td>Summary Rhetorical Analysis of a selected text</td>
<td>10%</td>
<td>Sunday, Sept. 12 @ 11:59 pm</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Essay 2: Rhetorical Analysis of Film</td>
<td>Analytical response to a film with Peer Reviews</td>
<td>10%</td>
<td>Sunday, Oct. 3 @ 11:59 pm</td>
</tr>
<tr>
<td>Essay 3: Research Proposal</td>
<td>Group work; individual submissions required</td>
<td>10%</td>
<td>Sunday, Oct. 17 @ 11:59 pm</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Group work; individual contributions required with a single document produced</td>
<td>10%</td>
<td>Sunday, Nov. 7 @ 11:59 pm</td>
</tr>
<tr>
<td>Essay 4: Persuasive Research project</td>
<td>Group work; individual contributions required with a single document produced (draft due dates embedded – 11/14 &amp; 11/21)</td>
<td>10%</td>
<td>Sunday, Nov. 28 @ 11:59 pm</td>
</tr>
<tr>
<td>Presentations</td>
<td>Multimodal Presentation Discussion</td>
<td>10%</td>
<td>Sunday, Dec. 5 @ 11:59 pm</td>
</tr>
<tr>
<td>Final Exam with written Reflection</td>
<td>Portfolios and written reflection due</td>
<td>10%</td>
<td>By Dec. 10</td>
</tr>
<tr>
<td>Participation</td>
<td>Cameras on, eyes visible on the screen (see Zoom policy for more guidelines)</td>
<td>10%</td>
<td>Ongoing; every day</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

All students will be graded on their ability to: (1) Achieve the goal of that assignment, (2) Efficiently and effectively communicate, (3) Properly format the work and (4) Avoid stigmatized grammatical errors.

Each assignment will come with its own rubric, but these four factors will always be a part of your grade. Essays will be graded on content (quality, originality, and accuracy of ideas), expression (tone, style, syntax), grammar, sentence structure, MLA formatting style, and following instructions.

**Failure Clause:** **YOU MUST COMPLETE A DRAFT FOR ALL FOUR (4) MAJOR ESSAYS IN THIS CLASS IN ORDER TO RECEIVE A PASSING GRADE. That is, even if you have a passing grade point average at the end of this course, you will be given an F if you skipped any of the required essays.**

**GROUP WORK:**
Some of the major graded assignments are to be completed in collaboration with 3-4 group members in the class. Group assignments cannot be changed; this is the nature of most business environments where you will find yourself employed in the future. Hence, it will benefit your future career success to be able to effectively participate with a wide range of diverse people.

**QUALITY OF ASSIGNMENTS:**
This is an English class; therefore, high standards of English grammar, syntax, and punctuation will be maintained throughout this class. Even when you send me an email or bring an excuse for an absence – everything you write should be proof read. Please proofread your papers before submitting. All work will be submitted via D2L dropbox for an originality check.

**GRAMMARLY:**
Before you begin working on any written assignments in this class, you should install the free version of Grammarly.com to your laptop or whatever device on which you will be producing your written assignments in this (and any) class. [https://www.grammarly.com/](https://www.grammarly.com/) is a free, AI-powered writing assistant. It won’t catch all the errors, but it will help.

**ESSAY FUNDAMENTALS:**
All written work MUST be submitted in proper MLA 8th ed. format, which includes Times New Roman font, 12 pt., double-spaced, typed, with a heading at the top left on the first page (see below), and every page following that must be numbered at the top right (different first page).

The top of your first page of an MLA essay should appear as follows:
**Make the first page of every essay follow this format. It's also available anywhere you search for “MLA style essay.”**

### IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

Four (4) formal essay projects, Weekly Quizzes on D2L, Attendance and Participation, weekly journals, Group work (collaborative writing), and a Presentation. Rubrics and guidelines will be posted in D2L, as well as discussed in class.

Letter grades for the course will be determined as follows:

- 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

*I will round up after 0.5, so a final grade average of 89.5 will receive the final letter grade of A.*

**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.

**VI. Student Ethics and Other Policy Information:**

**Major Paper Due Dates**

A tentative schedule will be posted in D2L, but to help you organize and prepare, here is a list of the due dates for all major papers. Please see D2L for specific rules and guidelines on the submission procedure.

- Essay 1 – (due @ end of wk. 3)
- Essay 2 – with Peer Reviews (due @ end of wk. 6)
- Research Proposal – (due @ end of wk. 8)
- Annotated Bibliography – (due @ end of wk. 10)
- Argumentative Research Paper – (due @ end of wk. 13)
- Group multi-modal presentation and discussion – (due @ end of wk. 15)
- Final Exam –During the week of Dec. 6-10

**Note on End of Semester Grading**

Please be advised that I do not “bump” grades. The grade you earn in the D2L gradebook is the one that will show up on Banner: SFA’s official grade reporting system. There will be an opportunity to get 5 points extra credit by attending civic engagement events on campus at SFA. You will be notified as these events come up on the SFA calendar. No make-ups or late work are accepted due to the fast pace of this course. The only revisions allowed are on Essay 1.

**Desire 2 Learn (D2L) Online Classroom and Email Access**

This course relies heavily on the D2L online classroom (https://d2l.sfasu.edu/). The site will hold an electronic copy of this syllabus, weekly quizzes and other grade items, rubrics, the unit schedules, all reading materials not found in the assigned textbooks, and any other handouts or material necessary. All topics will be assigned via D2L, and all major papers must be submitted through the Dropbox link on the site. It will also act as the primary email service for this class.

*It is the student’s responsibility to regularly check both the site itself and the email services frequently throughout the week during this course.*

**Submission Policy for Major Assignments**

Every major assignment must be submitted via D2L dropbox on the due dates assigned to the dropbox in D2L. This folder can ONLY accept file types that are PDF or .doc. Please do NOT attempt to submit a “pages” or “odt” file, as these are not visible to me via D2L/TurnItIn. For full guidelines and rules on submitting your work, see D2L.
OTHER CLASSROOM POLICIES:

- **Golden Rule:** “Treat others as you would want to be treated.” This means that I take disrespect and rudeness as highly offensive, against me and, especially, my students. If I see you behaving rudely, your participation grade for the day will suffer, and (depending on the severity) there might be other consequences.

**Academic Integrity**
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.

Please read the complete policy here.

**Course Specific Policy on Plagiarism**
I take plagiarism and cheating very seriously, and I have very specific rules that apply to the issue of taking from another person’s published ideas without proper citations. Read below and see my Plagiarism Contract on D2L for more specifics.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including supporting evidence, citations on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
- Submitting your own original work if you have already written and submitted for another class assignment (ie., your old essays from high school or 1301). Yes; it’s wrong even if you are just copying yourself!

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Documented proof of cheating or plagiarism will result in a failing grade for the course.**

**Turnitin Statement:**
This university subscribes to Turnitin.com, an online collaborative learning tool for faculty which supports faculty in their quest to uphold academic integrity. Student coursework will be submitted to the scrutiny of the Turnitin software. Please note that these submissions of assignments to Turnitin do not necessarily constitute an accusation or suspicion of plagiarism. It is also the means by which I give you detailed, in-line feedback on your essays for revision (ie., grade improvement) purposes, so ALL ESSAYS MUST BE UPLOADED TO TURNITIN BEFORE BEING GRADED.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
ENGL. 1302.001

**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/.

**Attendance**
Given the important role whole class and small group discussions and activities will play in this course, your **attention** and **presence** in class are required. **Simply put, attendance is mandatory.**

On the third unexcused absence, your attendance grade will be dropped a letter grade. Each subsequent absence will result in an additional letter-grade reduction. Tardies (15 min. late) or early departures (>15 min.) count as one-half an absence, so two such unexcused occurrences will count as one absence. I will take attendance daily via Zoom.

Additionally, more than just your physical presence is required if you are going to get credit for your participation in this class. This means that you could attend a class and be physically present, but you could actually still earn a ZERO (0) for that day’s attendance. You will not get any credit for just breathing there – you must participate if you want to earn any credit for attending that day. (There will be at least one verbal warning before your attendance grade is altered due to lack of participation.)

**Please see the General Zoom Guidelines section below for participation requirements.**

Whether an absence is excused or not, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in all four (4) major essays to pass the course.

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Student Code of Conduct: Policy 10.4**
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.

**VIII. Other Relevant Course Information:**

**General Zoom Guidelines:**
- Sign in using the Zoom link shared with you on the course announcement page. This is a recurring meeting that will be at the same time on the same days every week.
- You must use only your full first name and last name as listed on the class roster. Do not use a nickname or other pseudonym when you log in. It makes it impossible to know who is in attendance. Using your full name quickly sorts students into their groups when needed. Users who do not provide their full names will NOT be admitted to class.
ENGL. 1302.001

- Stay focused. Please stay engaged during all class activities. Close any apps on your device that are not relevant and turn off notifications.
- Do NOT Ghost the class. Don’t use this as a time to “check in and check out.” Rather, if you want to earn a participation grade for the Zoom class, turn on your video, mute the microphone unless called on or raise your hand to join the conversation (in the toolbar on the bottom of the screen when you have Zoom running) if you have something relevant to say or a question to ask.
- Video: Turn on your video. It is helpful to be able to see each other, just as in an in-person class. I expect to see your eyes the majority of the time during class, so if your face is not visible on the screen, you will get a ZERO for participation that day.
- Audio: Do NOT use any of the voice-altering or sound features in the Zoom classroom. Just your own voice, please. Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Chat: Make sure your chats are shareable and visible to everyone. Keep it clean. Don't share anything you wouldn't put up on the projector in class and mind your language! Do not carry on a private chat with a classmate; we can all see your expression so non-sequitur laughs are dead giveaways for shenanigans. Stay on topic. Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities.
- Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any background music, tv, etc. It’s hard to pay attention while you are driving, in a restaurant or coffee shop, or someplace public.
- No disrespect or hate speech. Just like in our in-person class, respectful behavior is expected. Consider Zoom a professional environment, and act like you're at a job interview, even when you're typing in the chat.

Mobile technology:

Please turn mobile phones and other mobile technology to silent prior to the beginning of class. REFRAIN from non-instructional use of mobile technology during class. As adult learners, I trust any use of mobile technology—taking pictures of notes, looking up definitions, engaging in formative assessment apps, etc. is on task and I expect you not to take advantage of my professional trust.

**After a single verbal warning, points will be deducted from your daily attendance grade if the warning is ignored. This means you could attend a class and be physically present, but you could actually still earn a ZERO (0) for that day’s participation.

Learning Guide:

The weekly “learning guide,” or table that states your weekly activities and due dates, appears on the top of every week’s module in D2L. The weekly learning guide will show you all assignments, required readings, quizzes, and due dates for that week. The learning guides are there to give you a sort of checklist in preparing for your busy week ahead.

You should always have the habit of checking our course page on D2L at the start of each week (ie., Monday), and subsequently at least twice a week after that, so you can stay on top of all the communication we share in this course.

**The Tentative Class Schedule is below and is also available on our course D2L page
Please note: The calendar on D2L is the most up-to-date reference for due dates.**

Tentative Course Calendar Fall 2021

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues-Th. Intro/D2L; Syllabus Review; Argument; Rhetorical Situation; Rhetorical Triangle</td>
<td>Syllabus; Ch. 1 TSIS</td>
<td>Questionnaire; Tutorial Ch. 1; Journal; TSIS blog</td>
</tr>
</tbody>
</table>

TSIS is the abbreviation for the e-textbook titled, They Say, I Say
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday-Thursday</th>
<th>Assignments/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Tues-Th.</td>
<td>Advertising Analysis; Summary Response; persuasion vs. argument</td>
</tr>
<tr>
<td></td>
<td>Assigned article; Essay 1 prompt; Ch. 2 &amp; 13 TSIS</td>
<td>Writing analysis using templates; discussion board; Tutorial Ch. 2; <a href="#">TSIS blog response</a> (using template pg. 11)</td>
</tr>
<tr>
<td>3</td>
<td>Tues-Th.</td>
<td>Essay rubric; review: outline, paragraphs, ICE quotes</td>
</tr>
<tr>
<td></td>
<td>Ch. 3 TSIS; Understanding &amp; Avoiding Plagiarism;</td>
<td>Essay 1 due; Tutorial Ch. 3; Plagiarism quiz; Signed Plagiarism Contract</td>
</tr>
<tr>
<td>4</td>
<td>Tues-Th.</td>
<td>Rhetorical appeals review; Types of arguments: Rogerian, Toulmin, and traditional; Revision writing</td>
</tr>
<tr>
<td></td>
<td>Proofreading &amp; Editing MLA Style Ch. 4 &amp; 11 TSIS</td>
<td>Essay revisions; Tutorial Ch. 4; Journal; <a href="#">TSIS blog response</a> (metaphors for online)</td>
</tr>
<tr>
<td>5</td>
<td>Tues-Th.</td>
<td>Film &amp; Documentary Analysis Multi-modality; author’s purpose</td>
</tr>
<tr>
<td></td>
<td>Essay 2 prompt Ch. 5 &amp; 14 TSIS</td>
<td><a href="#">TSIS blog response</a> Tutorial Ch. 5</td>
</tr>
<tr>
<td>6</td>
<td>Tues-Th.</td>
<td>Peer Reviews; Counterarguments Persuasion; Fallacies</td>
</tr>
<tr>
<td></td>
<td>Peer Review Sheet See readings on D2L Ch. 6 &amp; 12 TSIS</td>
<td><a href="#">TSIS blog, Hillbilly Elegy review</a>; Peer Reviews; Essay 2 due; Tutorial Ch. 6</td>
</tr>
<tr>
<td>7</td>
<td>Tues-Th.</td>
<td>Research topics New groups – set roles Arguing a position</td>
</tr>
<tr>
<td></td>
<td>Research topics; Essay 3 prompt; Ch. 7 TSIS</td>
<td>Library Activity; Tutorial Ch. 7; Journal</td>
</tr>
<tr>
<td>8</td>
<td>Tues-Th.</td>
<td>Library: Finding, Evaluating, &amp; Synthesizing Sources; Using MLA &amp; the library database; CRAAP</td>
</tr>
<tr>
<td></td>
<td>Sample Research Proposal; Ch. 8 TSIS</td>
<td>Individual Research Proposal; Tutorial Ch. 8</td>
</tr>
<tr>
<td>9</td>
<td>Tues-Th.</td>
<td>Annotated Bibliography; Assigning sources &amp; roles to group members; Begin implementing research plan</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography prompt; Ch. 9 TSIS</td>
<td>Research activity; Tutorial Ch. 9; <a href="#">TSIS blog, &quot;Special Snowflakes&quot;</a></td>
</tr>
<tr>
<td>10</td>
<td>Tues-Th.</td>
<td>Model sample research plan and analyze an article from database</td>
</tr>
<tr>
<td></td>
<td>Group Annotated Bibliography due</td>
<td>Tutorial Ch. 10; writing homework; <a href="#">TSIS blog, Coach high heels</a></td>
</tr>
<tr>
<td>11</td>
<td>Tues-Th.</td>
<td>Satire, fallacies, and irony</td>
</tr>
<tr>
<td></td>
<td>See readings on D2L Ch. 10 TSIS</td>
<td>Tutorial Ch. 15; <a href="#">TSIS blog response</a> (Wellness apps); research</td>
</tr>
<tr>
<td>12</td>
<td>Tues-Th.</td>
<td>Group workshops on PSA research plan</td>
</tr>
<tr>
<td></td>
<td>See readings on D2L Ch. 15 TSIS</td>
<td>Collaborative Persuasive Research Paper</td>
</tr>
<tr>
<td>13</td>
<td>Tues-Th.</td>
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<td>See readings on D2L</td>
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<tr>
<td>14</td>
<td></td>
<td>Thanksgiving Week: Nov. 22-28</td>
</tr>
<tr>
<td>15</td>
<td>Tues-Th.</td>
<td>Group workshops on PSA research plan</td>
</tr>
<tr>
<td></td>
<td>See readings on D2L</td>
<td>Group-led PSPA Presentations (guidelines will be given for this)</td>
</tr>
</tbody>
</table>

**Final portfolio of written work is due the week of Dec. 6-10 (Date & Time TBA)**

** Specific, real-time assignment prompts & due dates will be posted on D2L.**