Instructor: Dr. Sue B. Whatley

Office: LAN 259 Ph.: 468-2031; e-mail swhatley@sfasu.edu

Office Hours Fall 2021
Monday: 1:00 p.m. - 2:00 p.m.  F2F LAN 259
Tuesday: 9:15 a.m. - 12:00 p.m. ONLINE ONLY
Wednesday: 1:00 p.m. - 2:00 p.m.  F2F LAN 259

Face-to-face, phone conferences or office appointments may be requested, but a 24-48 hour advance request should be made, and these appointments will be granted at a mutually agreed upon time.

Class Schedule:

- ENGL 1302.013 F 378 TR 8:00-9:15  Fall II 8 week Online  [Oct. 16-Dec. 10th]
- ENGL 3381.001 F 181 MW 2:30-3:45  Fall 16 week  Online  [Aug. 23-Dec. 10th]
- ENGL 3381.002  Fall 16 week  Online  [Aug. 23-Dec. 10th]
- ENGL 1302.020  Fall II 8 week Online  

COVID-19 POLICIES

- Though I cannot require you to do so, I encourage you to wear masks to protect both of us.
- In addition, if at all possible, appropriate physical distancing can help us stay safe.
- This class meets face to face, and you should attend every day unless you become ill. If any changes are made to class attendance or course delivery, I will notify you and provide information and means for us to conduct the work of the class in some other manner.

Texts:
ISBN: 9780134586502 [This book may be purchased as a digital text for a cost below $50 or rented for around $22.]
* *I am told that the book is only going to be available in digital form this semester. If you can buy a print copy, fine, but otherwise buy the access code in the bookstore with the following ISBN: ISBN for digital text 9780134770574
ISBN for Print Rental print rental ISBN which is 9780134759746—and the cost is around $22. Note: This digital book will only be available for 6 months—so if you plan to keep the book, you will want to purchase the digital text above.
The access code is available through the Barnes and Noble bookstore on campus or directly from Vital Source or Pearson Publishers for $24.99:


[The electronic copy of this text is already on the course content page in the handout section.]

Description and Credit Hour Justification:

ENG 1302 “Research and Argumentation” (3 credits; fully online) meets twice a week for fifteen weeks during the semester as well as during finals week. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least eighteen pages of finished writing. Emphasis is placed on writing and research processes, including multiple drafts and short assignments that require generating, revising and editing writing. Students conduct more library and online research than what is required in ENG 1301. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

ENG 1302, Research and Argument, offers 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. Must earn a C or higher to be admitted to any English 200-level course.” SFASU College Bulletin.

Additional Course Description:

English 1302 is the second half of freshman composition. In English 1301 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 1302 continues to build on those skills. The first part of English 1302 considers the components of critical reading and argumentation; students focus on analyzing and interpreting a set of essays and how they relate to one another. These skills then are applied to researching and documentation, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course requires longer, researched argumentative essays meant to demonstrate the skills students have learned in both English 1301 and 1302.

English 1302 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 1302 student will gather, read, summarize, and synthesize— in general utilize— information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 1301, English 1302 begins to focus on more college-oriented skills. English 1302 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills. This section of English 1302 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.
Remember, if you took English 1301 and made lower than a C, you should not be enrolled in English 1302. You must re-enroll and pass English 1301 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 1301 and 1302 with a C or better.

**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.

**Student Learning Outcomes for ENG 1302:**
ENG 1302 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. **Ability to show appropriate acquisition of CORE objective 1 skills.** Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

2. **Ability to show appropriate acquisition of CORE objective 2 skills.** These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. **Ability to show appropriate acquisition of CORE objective 3 skills.** These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. **Ability to show appropriate acquisition of CORE objective 4 skills.** These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

**University Policies**
Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, 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 available to help SFA students succeed.

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/academic_integrity.asp.

Discrimination/Harassment Policy: It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to conference with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

Withheld Grades Policy (A-54):
The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
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/.
Mental Health Resources

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Attendance: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

University policy A-10 allows for students to be excused from class for the following reasons: illness, family emergencies, student participation in S.F.A.S.U. sponsored events. It is the responsibility of the student to furnish the instructor with documentation upon return to class. See student handbook for guidelines on appropriate documentation. Documentation for absences should be submitted through the Office of Student Development (468-2703); official confirmation forms will be sent to the professors whose classes the student has missed. The official form must be in student folder for absence to be excused.

Students will be allowed to make up work from excused absences only, and the work will be due upon return to class unless otherwise authorized by the instructor. Quizzes and tests must be taken during the regular office hours of the instructor; in-class writings must be done only in the presence of the instructor. Students who have **300 minutes or more of** unexcused absence during a semester will automatically fail the course, and any student missing **450 minutes or more** (excused, unexcused, or a combination of) will automatically receive an “F” for the course. Though extenuating circumstances may be discussed with the professor, if the student is not present when roll is called, he/she will be marked absent. Students may come in late, provided they do so without disrupting class; the professor is under no obligation to retract the absence; at the end of class, student should notify the professor of the tardy in writing--his/her name, date/time of entrance.

Attendance, however, does not constitute automatic passing grades in the course.

General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six 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.

We will be collecting materials for core assessment this semester, the goals remain the same. The following is an explanation of the state of Texas’ core curriculum objectives and the assessment process when collection is designated:

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected by SFA’s core assessment team. You will be submitting your capstone assignment for core assessment through the D2L/Brightspace system.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and submitted this semester, and the date the assignment(s) should be uploaded. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Objective will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Every essay written in ENGL 1302 requires the reading and evaluation of advanced materials, and essays 2, 3, and 4 require the synthesis of the materials with students individual and creative response to the arguments they are engaging.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Discussions and Live Chats in the course provide students the opportunity to refine their communication processes, and these activities further find their way into students peer reviews of each other’s papers and the movements from feedback to revision.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Discussions, Live Chats, and the Peer Review Process all refine the ability of students to work with each other toward a common goal.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>As students develop arguments based on their intended career fields, they are encouraged to and expected to seriously and ethically engage these topics. In particular, we will discuss the difference in a Sophist argument and a Socratic argument.</td>
</tr>
</tbody>
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Additional Instruction: An additional 150 minutes of extended learning will need to take place in order to satisfy TEA regulations. This work will be accomplished through links entitled “ENRICHMENT” which will likely be posted in the D2L course shell.

COURSE FEATURES:
Attendance-- This class meets twice a week for 75 minutes per class. You are expected to attend regularly and participate. Missed work from absences will only be accepted from excused absences [see
Discussions—We will discuss concepts that grow from our reading assignments, and we will complete various class activities, including discussions. Each student is expected to be prepared and participate in these activities. At times, I may post topics for discussion in D2L; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually. Other times, I will bring up issues in the class in order to clarify or enhance the discussion topic.

Dropbox Assignments and Quizzes: Both of these course tools will allow you to receive an assignment and post that assignment in the proper places. These assignments will always be linked in the Content Tab—Learning Modules.

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. If I have not responded in 3 days, you should e-mail me at my sfa e-mail: swhatley@sfasu.edu

Office Hours—I will have five scheduled office hours each week, some of which are only online. During the virtual hours, you will be able to contact me by logging onto the course and using the “Page” feature in the e-mail tool. You will invite me to chat, and I will respond; this way we will be able to chat privately about any of your concerns. Since this feature allows communication with only one student at a time, you will need to be patient as you wait for me to finish with other students. You may also request a face-to-face meeting in my office (LAN 259) at times mutually convenient, but that request must come at least twenty-four hours before the desired conference time. As the semester continues, I may find it helpful to have you come in for face-to-face meetings in my office, and we can discuss those times through e-mail, a phone call, or the page/chat feature to set up a scheduled office visit.

Turning on Notifications: Follow the directions below to turn on notifications, so that you will always be signaled if there are e-mails, messages, or due dates coming up:

Setting up Your Notifications

1. Login to Brightspace, then click your Name.
2. Click Notifications.
3. Brightspace provides 2 contact methods: email and phone. ...
4. Select your preferred method of notification (Email or SMS) for each listed action.

Learning Modules

This course was originally designed around 6 online learning units. I have broken that material into modules for each of the semester, and I will include content for each module in the content tab of the D2L course. Each of the four papers covers several weeks, and I will open at one time all modules associated with that paper. While we will cover most of the material in class, I ask that you please read these modules carefully, following any outside links and material and noting the assignments and when they are due. Due dates for dropbox assignments and quizzes will appear in the course calendar. The discussions have clear beginning and ending dates, and I have reinforced the reading requirements and major assignments’ due dates in the course timeline. You should always be able to find the due dates, especially if you note them when you open up each week’s module. Each module is also tied to the assigned reading in the Writing Arguments textbook. Not reading the modules or chapters thoroughly is
a sure way to hurt your chances of learning about argumentation principles and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assignment tabs or the assessment tabs to find out what you need to turn in. Just follow the modules from beginning to end.

I will not open the modules associated with the next paper more than two or three days in advance, however, because I don’t want you to jump ahead. Every student needs the feedback from the final assignments in each module before completing final work in the next module. I have at least seventy-five students for whom I will need to respond and each essay takes thirty minutes to an hour to grade—so I will need at least a week after final papers are due to post grades and comments. You will be able to read and get started with the next module during that time period.

The AARC: Visit the SFA Academic Assistance and Resource Center (AARC)!
The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. For online students, the AARC offers the OWL, an online tutorial service accessible through the mycourses list. This semester, you will need to make appointments at the AARC, as they are not doing open enrollment (walk-in’s). You can make standing appointments or one-time appointments, and you can do Zoom sessions.

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

Feedback on Drafts and Final papers: Grading papers is very time consuming! I will be on a tight schedule from the time you submit a paper, whether that is a draft or a final copy. As quickly as I can give feedback, I will, but in the case of your drafts, you will be doing/receiving a peer review, and you also have the opportunity to submit your paper to the tutors at the AARC. You can submit them electronically through the OWL, or face to face if you prefer. Because you submit your draft and final copy within four or five days of each other, the feedback you receive from me and from your peer may not make it to you until one or two days before the final draft is due. This is normal for getting draft feedback, so clearing the time before your final draft will help you be able to use the feedback effectively as you are finalizing your work.

Grading: Total points possible for the semester will be approximately 2100 pts.
Student grades will be based on five essays, one final exam, and multiple daily grades.

THE DIAGNOSTIC ESSAY—a preliminary essay done the first week of class, daily grade
THE SUMMARY ANALYSIS-- 3-4 pp. minimum, analyzing 2 given articles, 200 points.
THE ANNOTATED BIBLIOGRAPHY -- 5 annotated sources, 4 pp. minimum, 400 points.
THE CLASSICAL ARGUMENT/SYNTHESIS ANALYSIS—Researched argument with 3-5 sources,
4-5 pp. minimum, 400 points.
THE EXTENDED RESEARCH ARGUMENT-- 8-10 pps. Minimum, 10 sources minimum, 400 pts.
This assignment is our capstone assignment* and must be submitted for core assessment as well as the normal dropbox for grading purposes.
THE FINAL EXAM—cumulative, multiple choice exam given online during exam week which will
DAILY GRADES---The final 500 points (approximately) 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 about 25% of
your total grade. It is very important that you do these assignments and turn them
in on time, as they are building blocks to successfully accomplishing the major
writing assignments associated with the modules.

PROGRESS REPORTS--This semester, the university is requesting that all freshmen receive a 4-week
progress report, and a midterm/8 week progress report. These reports will help you to see if you need to
make adjustments with your work in order to improve your grade.

Rough Drafts and Peer-Reviews—These two stages of the writing process are steps in each major
essay assignment. 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 bring a printed copy of your draft [NOT A COPY ON
YOUR ELECTRONIC DEVICES] and review at least one classmate’s draft in class on Peer Review
Days. You will receive separate feedback from me on your rough drafts, so before you write the final
draft of your paper, you will have feedback from an assigned peer reviewer AND your instructor; you
will also have reviewed your partner’s paper, so that in each of these activities, you have a chance to
deply understand what you are meant to accomplish in each writing assignment.

Grade Criteria:

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.
Late Work Policy: As assignments are given a range due date, the final due date is the last day an assignment may be submitted. In the event of a medical or family emergency, the student should contact the instructor as soon as possible and provide legal documentation before work can be made up and the Dropbox can be reopened. Only legitimate excuses specified by SFASU’s attendance/absentee policy will be given make-up clearance.

Extension Bonus: You will be allowed one, two-day extension, with no penalty, and if you do not use it, you will receive a 20 point bonus (on your point total) at the end of the semester.

*****Late work has been an ongoing problem in the online courses, and I have been flooded with requests for extensions and reopening of the assignment. I don’t want to start the semester out in a negative fashion, so I will remind you here, that your assignment due dates are in the course calendar; those dates are posted when the module opens and they will always be due at 11:30 p.m. on the date assigned. Please do not wait until 11:25 and expect things to flow smoothly. Set yourself a goal to post your work well ahead of the due time, preferably during working hours, so that you can contact CTL if you experience problems. The Dropbox will ONLY be reopened for legitimate, excused absences, and since the class is online and assignments are made in advance, even excused absences don’t necessarily need to prevent your turning in work on time. If you turn in assignments on time, you will find that you have less stress and more time to take on the next assignments.

Essays/research papers: All essays/research papers are to be written only by the legitimate participant of the class (see student handbook for policies concerning academic integrity at SFASU). Any student who purposefully plagiarizes a paper will automatically fail that paper and be asked to drop the class. If the infraction occurs after the drop date, the student will automatically fail the class for the semester.

All final essays should be saved as digital files in rtf. or word document formats. All essays should be double-spaced, following MLA format, including heading and pagination requirements. You will need to bring a copy of your printed final draft, AND upload your final draft in the Dropbox. I will grade the printed draft, but I will look at the Turn-it-In report in D2L and post a copy of the grading rubric in D2L for record keeping.

Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation.

Naming Files: All essays and uploaded work should be saved and the file titled in the following manner:
LastnameFirstNameFall2021Essay[rd—rough draft  fd—final draft]
ex: BrownRFall2021EssayIrd
KaddleTFall2021EssayIIfd

Drafting and Rewriting Papers: All papers will go through a process of drafting. After this process takes place, you will be asked to submit a final draft of your essay. In the event of failure, students will be allowed to rewrite THE SUMMARY ANALYSIS and/or THE ANNOTATED BIBLIOGRAPHY only, and the grade may change in the gradebook (if the paper has improved.) The procedure for rewriting a paper is included at the end of the syllabus. As we move more toward the end of the semester, time crunch and increasing responsibility will prohibit the rewriting of essays, so the grade on the final draft submitted will remain. No student will be allowed special permission to rewrite a paper for a better grade after the first two papers of the semester.
**Extra Credit:** The professor reserves the right to offer extra credit during the semester, though she does not guarantee the offering of it. Two extra credit opportunities will always be offered: the “no-extension” bonus and the course evaluation bonus, both of which will count 20 pts. each. Any extra credit opportunity will be offered to every student in the class, and there will be no further offer of extra credit to individuals. No student will receive more than fifty points of extra credit during the semester.

**AARC:** The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. Students are encouraged to seek help from well-trained student assistants throughout the semester. For online students, the AARC offers the OWL, an online tutorial service accessible through the mycourses list.

**Grammar, Composition, and Literary Links:**
The Purdue Owl: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

- **Guide to Grammar and Writing**
- **Grammarly**
  [https://www.grammarly.com/grammar-check](https://www.grammarly.com/grammar-check)
- **EF Learning English Grammar**
  [https://www.ef.com/wwen/english-resources/](https://www.ef.com/wwen/english-resources/)

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**Procedure for Rewriting an Essay: Online Student Version**
*Essay 1 or 2 Only*

1) Your paper will be returned electronically with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to chat with me (virtually or face to face) or talk on the phone after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit it to the assignment entitled Paper I—Rewrites, Paper II—rewrites, etc.

5) Rewrites must be submitted within one week of the returned original paper.

6) The grade for the rewritten essay will be averaged with the grade you received on the original.
# Assignments Timeline

New Content Modules are highlighted in purple. Major Assignments are highlighted in red.

*Assignments as well as dates are subject to change at the discretion of the instructor*

## Week 1: Aug. 23—Aug. 29 [Aug. 27—5th class day]
- Getting Started Module and Introduction to the Course
- Working on the diagnostic essay

## Week 2: Aug. 30--Sept. 5

**Aug. 31** **Diagnostic Essay Due**

- **Content Module I** —Introduction to Argument
- Read Chapters 1 and 2 in *Writing Arguments*:
  (*all reading assignments in syllabus refer to this text.)
- Read Chapter 7 in *Writing Arguments*
- Read Chapter 8 in *Writing Arguments*

## Week 3: Sept. 6--12 [Sept. 7--12th class day; last day to drop]
- Drafting and Peer Reviews of Summary Analysis

## Week 4: Sept. 13--19

**Sept. 16th Paper I: Summary Analysis due**

- **Content Module II** —Doing Research and Documentation
- Read Chapters 16, 17 and 18
- Getting Started with Research, Research Actions, and Types of Searches

## Week 5: Sept. 20-26
- Gather Ye Sources While Ye May
- Library Modules

## Week 6: Sept. 27--Oct. 3
- Preliminary Bibliography
- Final Annotated Bibliography

## Week 7: Oct. 4--10

**Oct. 7th Paper 2: Annotated Bibliography due**

- **Content Module III: Principles of Argument**
- Core of the Argument
- Logical Structure of the Argument
- Read Chapters 3-4
Week 8: Oct. 11-17

Content Module IV—Synthesizing the Argument
Read Chapters 5-6 and Appendix I—Informal Fallacies

Content Module V—Analyzing Arguments Rhetorically

Week 9: Oct. 18-24 [Midterm Grades Due--last day to drop classes]

Drafting the Synthesis Analysis
Rough Draft of Synthesis Analysis Due
Post Draft of Synthesis Analysis
Peer Review of Synthesis Analysis

Week 10: Oct. 25—Oct 31st

Oct. 28th --Paper 3 due: Synthesis Analysis due
Choose a new topic
Welcome to the Claim Forms
Read Chapter 9 and 10 Visual Arguments and Collaborative Rhetoric
Read Chapter 11—Introduction to Types of Claim

Week 11: Nov. 1--7

Do Module VI: Arguments in Depth--Types of Claims
Read Chapters 12-15

Week 12: Nov. 8--14

Final Countdown
Five Questions about Audience
Topic, Plan and Working Bibliography
Claim form Quiz
Reread Chapter that corresponds with your claim form
Research and Draft paper 4

Week 13: Nov. 15--21

Rough Draft Claim Form/Ext Arg. due
Peer Review
Proofread and Finish Paper

Week 14: Nov. 22—Nov. 28 [Thanksgiving Holiday]

Week 15: Nov. 29--Dec. 5  [Nov. 29 Last Day to Withdraw from University; Dead Week]

Nov. 30 Paper 4 due—The Researched Argument
Review for Final Exam

Week 16: Dec. 6--10 (Finals Week)

Final Exam : Tuesday, Dec. 7th 8:00-10:00