Description:
Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. Prerequisite(s): ENGL 131 SFASU College Bulletin

Credit Hour Justification:
“Research and Argumentation” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. 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 131. Final exams typically include presentations of student writing and research. These activities average six hours of work outside of classroom hours.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

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.

English Program Learning Outcomes:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core 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>Active reading assignments</td>
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<td>Writing assignments that teach process, analysis, reflection, and working with sources</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts</td>
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<td>Small-group discussion activities</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work</td>
<td>Peer writing groups</td>
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</tbody>
</table>
effectively with others to support a shared purpose or goal.

<table>
<thead>
<tr>
<th>Personal Responsibility</th>
<th>Small-group work</th>
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<tbody>
<tr>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Activities that teach the ethics of rhetoric and research</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes for ENG 1302:**
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).

**Required Texts and Materials:**
We will use online texts only. All texts for this course are provided in the Brightspace D2L for this course. You do not have to buy any books for this class. Students must have access to a computer and a word processing system such as Microsoft Word or Google Doc as well as internet access to successfully participate in this course.

**Course Requirements:**
Students must read and study the course modules, participate in discussion forums, take quizzes, participate in peer-review, and turn in formal writing assignments in Dropbox.

**Assignments**
The assignments and grades for this course will be weighted as follows:

**Major Assignments:**
Summary/Analysis Assignment: 100 points
Synthesis Essay: 150 points
Proposal: 50 points
Annotated Bibliography: 150 points
Research Essay: 150 points

**Other Assignments, Attendance, and Final Exam:**
Quizzes: 100 points
Discussion responses: 100 points
Journal/Self-Assessments: 50 points
Surveys: 50 points
Attendance: 50 points
Final Exam: 50 points

Total Points Possible: 1000 points
900-1000 = A; 800 – 899 = B; 700 – 799 = C; 600 – 699 = D; below 600 = F
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.

Attendance:
For this course, students are expected to actively participate in the classroom environment, login frequently to Brightspace to participate in weekly discussion responses, quizzes, and journals. Also, students may be required to meet one or two times on Zoom during the semester with a group or instructor on scheduled dates and times, but these are mostly scheduled by students at their convenience.
**Attendance Grade:**
Students who have less than six unexcused absences will receive 50 points on the Attendance grade. Students with more than six unexcused absences will receive a 0 for the Attendance grade. Students should communicate with the instructor regarding attendance issues. Unexcused absences occur when the student does not communicate with the instructor regarding an absence.

The attendance policy for this course includes the official SFASU policy as stated at: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for an excused absence, from which a decision will be made regarding the absence as excused or unexcused. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused. Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments.

**Submitting Assignments and Late Work:**

All assignments for this course, including major assignments, quizzes, surveys, discussion posts, must be accessed and submitted in this course on Brightspace D2L. All major assignments will be submitted in Dropbox which includes the plagiarism tool, Turnitin. Major assignments should be formatted using only the following formats to ensure the assignment is viewable and gradable in D2L: .doc; .docx; .pdf. Other formats may not open in D2L.

Students who request for an extension for a major assignment in an email before the due date/time will automatically be granted a 24-hour extension. Longer extensions may be requested, but it is the instructor’s decision regarding due date extensions. Students who do not turn in major assignments by the due date will receive a five-point late penalty for each day the assignment is not submitted on D2L. All students are encouraged to communicate with the instructor regarding late work.

**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

A student who plagiarizes will receive a 0 on that assignment with an opportunity to revise and re-submit. Accidental plagiarism can occur, and the student can revise. However, a student who repeatedly plagiarizes will not be provided those opportunities.

**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

**Class Calendar:**
# Class Calendar for English 1302 (Zoom)
## Fall 2021
### August 2021

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### September 2021

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<td>Discussion #2 Due</td>
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<td>Quiz #1: Grammar Due</td>
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<td></td>
<td>Upload S/A Assignment for peer-review in groups</td>
<td>Complete peer-review</td>
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<td>S/A Assignment due in Dropbox</td>
<td>Chapter Three opens</td>
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<td>Discussion #5 due</td>
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The table above outlines the weekly schedule for the Class Calendar for English 1302 (Zoom) for Fall 2021. Each week is broken down into individual days with specific tasks, assignments, and due dates marked clearly.
## October 2021

<table>
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<th>Week</th>
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<td>Week 9</td>
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- **Week 6 cont.**
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- **Week 7**
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- **Week 8**
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- **Week 9**
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- **Week 10**
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- **Week 11**
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- **Tasks**
  - Week 7: 
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  - Week 9: 
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  - Week 10: 
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  - Week 11: 
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- **Journal #2 Due**
- **Upload Synthesis Essay for peer-review**
- **Complete synthesis essay due in groups**
- **Chapter Four opens**
- **Journal #3 Due**
- **Upload AB for peer-review**
- **Peer-review for AB**
- **Discussion #4 Due**
- **Proposal Due in Dropbox**
- **Quiz #4 Due**
- **AB Due in Dropbox**

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**Notes**
- Week 6 cont.:
- Week 7 tasks.
- Week 8 tasks.
- Week 9 tasks.
- Week 10 tasks.
- Week 11 tasks.

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**Due Dates**
- Journal #2 Due: 1
- Upload Synthesis Essay for peer-review: 3
- Complete synthesis essay due in groups: 4
- Chapter Four opens: 5
- Journal #3 Due: 6
- Upload AB for peer-review: 27
- Peer-review for AB: 28
- Discussion #4 Due: 16
- Proposal Due in Dropbox: 19
- Quiz #4 Due: 21
- AB Due in Dropbox: 30
## November 2021

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<th>Week</th>
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## December 2021

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