English 1302.008 Argument & Research
TR 2:00 PM – 3:15 PM
Meets in Ferg. 476
Fall 2021

Professor Jennifer McLaughlin
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Office Hours: MWF 11:00 AM – 12:00 PM
TR 9:30 AM – 11:00 AM
and by appointment, if necessary

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

Required Course Materials:
- Supplemental PDFs via D2L
- Lumberjacks Write (Provided For You in 131)
- Ready and Reliable Access to the internet, Microsoft Word, and a printer

Description:
Credit(s): 3
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 1301

Credit Justification: Face-to-Face Only
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.
**General Education Core Curriculum**

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in ENG 1301 you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Communication, Teamwork, and Personal Responsibility requirements. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

<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 Writing Processes</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>Composing for different purposes, audiences, and contexts Small-group discussion</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Not State Assessed in this Course</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>Writing groups Small-group work</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Ownership and agency with writing Ethics of research</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Not State Assessed in this Course</td>
</tr>
</tbody>
</table>

**English 132 Learning Outcomes**

At the completion of this course, students will be able to:
- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
• Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
• Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
• Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
• Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
• Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

**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

**Grade Breakdown:**

Students are required to complete four formal essay-based projects. While these projects make up the majority of your grade, it will also consist of daily work, and a grade for attendance and participation.

The distribution for each is as such:

<table>
<thead>
<tr>
<th>Project</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Rhetorical Synthesis</td>
<td>15%</td>
</tr>
<tr>
<td>Proposal</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Argumentative Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>25%</td>
</tr>
<tr>
<td>Writing and Research Journal</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Total Percentages per Letter Grade
A: 100% - 90%
B: 89% - 80%
C: 79% - 70%
D: 69% - 60%
E: 59% and below

**Major Paper Due Dates**

Each quarter, a full schedule (of the work we are doing and when it is due) will be posted in the appropriate folder on D2L, but to help you organize and prepare, here is a list of the due dates for all of our major papers. Please see D2L for specific rules and regulations on the submission procedure.

- Rhetorical Synthesis – Thursday, September 23
- Proposal – Thursday, October 21
- Annotated Bibliography – Thursday, November 18
- Argumentative Research Paper – Tuesday, December 7

**Note on End of Semester Grading**

Please be advised that I do not “bump” grades. The grade you earn is the one that will show up on Banner: SFA’s official grade reporting system. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students.

**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, 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.*

**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.

**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.
Course Specific Policy on Plagiarism

I take plagiarism and cheating very seriously, but I also understand that this is an introductory composition course, so I have very specific rules that apply to plagiarism specifically. See D2L for more specifics.

Withheld Grades - Semester Grades Policy

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

Students with Disabilities

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

For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health and Wellness

SFA 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:
SFA Counseling Services
www.sfasu.edu/counseling
Rusk Building, 3rd Floor
936.468.2401

SFA 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

Last Notes:
If, at any point in the semester, you feel that you need to talk to me outside of class, please do not hesitate to come by my office or email me. I am more than willing to help by reviewing some of the content covered in class, brainstorming topic ideas for your paper, or anything of that nature. You are welcome to e-mail me if you have any questions or cannot make my hours. Many students are scared to come to the professor’s office, because they find it daunting or feel “unworthy.” Please do not think anything like this. If you have a question or if you need help, come see me. I’m here for a reason, and I want to help you. It is my job to help prepare you for academia; this semester might be hard, but I really do hope that you enjoy your time in this class, improve your writing skills, and learn some things you never knew. I look forward to working with each one of you this semester.