English 3382.001 – Reasoning and Writing  
Syllabus and General Information  
Department of English, SFASU  
Fall 2021

Professor: Leann K West  
E-mail: lwest@sfasu.edu (preferred) westleann@d2l.sfasu.edu (also useful)  
Office Phone: 936 554 9518 (personal cell phone) 468-2101 (English Office) 468-5533 (F178);  
Office: F 178 -- shared with others; I will not be in residence in this office this semester  
Online Office Hours: No dedicated time on campus, but I will monitor D2L email, and hold ZOOM Office hours 30 minutes before class and after class till last student signs off.  
I will respond to email in a timely manner  
Meeting Times and Location: ZOOM meetings Wednesdays 4 - 6:30 PM

Description:  

ENG 3382 – focuses on “construction of argumentative critical analyses based on instructor- and student-selected topics. Prerequisite: C in English 131 and 132 or their equivalents and successful completion of English 273. College Bulletin, 2014-2015.

TCCN  

ENGL 3382 "Reasoning and Writing" (3 credits) typically meets one time per week for a total of 2.5 hours per session (Wednesdays from 4 until 6:30) for fifteen weeks with a required presentation equivalent to a 2-hour final examination. Students have significant weekly reading assignments in both their textbook and in instructor-provided texts or online essays, articles, and editorials exhibiting arguments suitable for study, discussion and analysis. Students are required to submit three major papers (each documented) in addition to their final examination assignment, are required to submit some assignments for quiz grades (e.g. reader-responses to their reading assignments, and other quiz assignments as directed by the instructor), and are required to participate in peer-review of paper assignments, also for quiz grades. Because this course has been previously identified as a service-learning course students are required to participate in at least one service learning projects germane to an issue introduced in their weekly reading. The course requires both individual work and collaborative group work. These activities average at a minimum 6 hours to prepare and complete outside the classroom.

Additional Information:  

Reasoning and Writing is a writing intensive course that builds upon freshman composition to further the development of students’ literacy skills. It is a study of the principals of correct and
effective English expression through reading and writing. I will emphasize the argumentative
writing process, critical and analytical reading skills, and research skills. You will use various
rhetorical strategies for thinking through analyzing, and writing about argumentative issues. You
will also increase your awareness of objections to your positions and your appreciation for the
opposition in any given argument. We will read and analyze various types of texts, and I expect
that your reading will be both serious and in-depth and will extend beyond those texts assigned
to other texts that you will use in support of your arguments.

All class meeting will take place on ZOOM Wednesdays from 4 - 6:30 PM. Invitations to the
class meetings will be sent through email. While class is in session, students must remain active,
engaged and with their cameras ON.

This semester the Service Learning component may be waived.

**English Program Learning Outcomes:**

1. Ability to apply and independently use all phases of the writing process, including invention, drafting,
   revising and editing, and producing and presenting formal essays and other non-fiction prose genres.

2. Ability to identify the elements of the rhetorical situation inherent in the arguments and research of
   others, including the purpose of the speaker, the needs of the audience(s), and the content and the context
   of the argument or research itself.

3. Ability to analyze the rhetorical fallacies related to the different types of rhetorical appeals (ethos, pathos,
   logos) in a given text or work.

4. Ability to identify, judge, and manage the rhetorical situations of their own compositions, including
   their own constraints as speakers, the needs of their audience(s), the most effective rhetorical appeals for
   their arguments, and the contextual limitations and opportunities impacting their work.

5. Ability to work effectively in teams on projects involving critical-thinking and problem-solving and to
   collaborate and report on solutions.

6. Skill and increased sophistication in explaining and developing topics at the paragraph and sentence
   level; the goal is continued improvement in writing complete, unified, clear, and coherent paragraphs
   composed of grammatically correct sentences.

7. Ability to independently apply critical thinking, composition and document design skills to arguments
   and other persuasive genres of writing across a range of disciplines.

8. The ability to conceive, write, and present a research-based argument and/or academic inquiry related
   to their own interests and academic goals, using both primary and secondary sources.

**Student Learning Outcomes for ENG 3382:**
1. Students in compositions courses make application of these skills in the writing of argumentative essays and critical analyses, 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. Students will demonstrate skills including 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 learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, specifically 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. Students will demonstrate 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, and service learning presentations. 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. Students will demonstrate 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.

**Required Texts and Materials:**

Texts:


For class discussion we will use essays which are available online; otherwise, I will provide you with the texts of other required readings in D2L.

Materials: Computer with internet access; Adobe reader; word processor, camera and ZOOM
Course Requirements:

Even though the principle aim of this class is that you will become a more competent and confident writer, class discussions are an important part of this class, so please have all assigned materials read prior to the class meeting so that you may contribute. Your success in this class depends upon your attention to and knowledge of the readings and with your fulfillment of other class responsibilities.

Because this class requires discussion as a necessary element in the writing process, your being prepared to contribute and sometimes lead others is of utmost importance not only to yourself, but to others in the class and to your instructor. You will write four (4) major writing assignments, including the final examination assignment and a number of other quiz-level assignments. Each paper will follow the writing process. You will submit all papers in correct MLA form to Dropbox in D2L and I expect that all papers will be grammatically, mechanically, and stylistically correct (please read and study Commendations and Corrections provided in D2L).

You are to submit each writing assignment and/or quiz assignment to Dropbox on or before the time designated that it is due.

Generally I do not accept late assignments; please make note of the assignment due dates and times and please submit assignments by the date and time stated.

If you know that you will have to miss class, you must contact me by email or by text message prior to the class you will miss. If there is an emergency, email me as soon as possible after the emergency that you can. If you are having difficulty completing an assignment, please email me with any questions at least three days before the due date of the assignment so we can arrange to conference about the issue. Please remember that I am here to help you.

Grade Criteria:

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Assignment 1</td>
<td>Analyzing a Brief Argument</td>
<td>15%</td>
</tr>
<tr>
<td>Paper Assignment 2</td>
<td>Defending an Informed Position</td>
<td>20%</td>
</tr>
<tr>
<td>Paper Assignment 3</td>
<td>Analytical Concept: Examining an Issue and Developing and Executing an Argument</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination Assignment 4</td>
<td>Annotations and Bibliography</td>
<td>20%</td>
</tr>
</tbody>
</table>

* Includes final examination assignment.
The final assignment in this class (Assignment 4) will be due DEAD week.

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:**

I follow the university policy regarding attendance.

Regular attendance and participation in scheduled Wednesday ZOOM class meetings is required and active participation in class is a first step towards success in the class. Your camera must be on at all times and you must remain engaged in all discussions and activities and participating in those activities be considered present in class. If you are not active and seen on camera during class, you will be considered absent from class.

*If a student misses or fails to remain active during three (3) ZOOM meetings, he will be in violation of university attendance policy and will fail the class.*

Be sure to log in each day to determine if new material has been added to D2L. Be sure to note due dates and turn in work on time or before the due date to ensure success in the course.

**Required Statements of 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.

**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/.

**Sample Course Calendar:**

*Because of the nature this course, the calendar for assignments will be reported in NEWS and in the course calendar in Brightspace D2L. Please access NEWS and D2L daily to view any undates.*