English 1302.001
Research and Argument
SYLLABUS
Department of English, SFASU
Summer 2021
May 17 through June 25

Teacher: Kristin Thomas

e-mail address: kdthomas@sfasu.edu; k_thomas@nacisd.org

Personal phone: 936 554 8308

Office Hours: Virtual office hours - unlimited

Face-to-face times by appointment

Class meeting place: On-line, d2l.sfasu.edu

Course Access: Use your MySFA log-in information to log in to this course homepage.

Best Ways to Contact Me

- I may be reached using the e-mail tool in our course. Sending me an e-mail in MySFA is NOT a good option after our course opens.
- You may call me or send a text using my personal phone number.
- I will meet with any student by appointment.

Technical Support Information

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

Course Description

English 1302 offers a 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 131. Must earn a C or higher to be admitted to any English 200-level course.
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

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

English 1302 Learning Outcomes

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 composition 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, engage in the course and group discussions, and 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 a 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 the 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.

Students entering English 1302 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.

Specific Course Information

Required Texts and Materials

*Rhetoric and Composition: A Guide for the College Writer*


Assignments and Grades

This semester I will be grading based on grading contracts. Your success in the course is derived from your participation in all the activities of the course on time, and from your mastery of the writing skills being assessed. For this contract, I have categorized assignments into three categories: 1) daily/practice assignments 2) development/process assignments, and 3) culminating/major assignments.

Category 1 assignments include: discussions, practice assignments, participation assignments
Category 2 assignments include: outlines, drafts, peer review, minor assignments
Category 3 assignments include: essays to be drafted to mastery or complete status

You MUST complete ALL category 3 assignments to mastery in order to earn a passing grade for the course. These assignments are assessed on a “satisfactorily completed” or “unsatisfactorily completed” basis. Students are expected to revise each assignment until it meets the “satisfactorily completed” status. I will create a rubric for each assignment outlining that assignment’s expected learning outcomes so you will know exactly what is required to earn a “satisfactorily completed” designation. If you miss one or more learning targets, I will let you know what those are and you will revise your essay until you have satisfactorily completed all learning outcomes for that assignment. The goal is for students to work with me, and with peers, and with the AARC prior to a due date to create a satisfactory product.
Final grade contract:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learning Outcome</th>
<th>Missing Category 1</th>
<th>Missing Category 2</th>
<th>Category 3 Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A—95</td>
<td>Meets/Exceeds</td>
<td>1</td>
<td>1</td>
<td>54-60 points</td>
</tr>
<tr>
<td>B—85</td>
<td>Meets</td>
<td>2</td>
<td>2</td>
<td>48-55 points</td>
</tr>
<tr>
<td>C—75</td>
<td>Meets</td>
<td>3</td>
<td>3</td>
<td>42-47 points</td>
</tr>
</tbody>
</table>

Final Exam--The final for this class is optional. If you choose to take the final, it will replace a missed category 2 assignment.

Course Requirements

The work for this course includes reading assignments, provided in the course, opportunities to respond to the reading, several practice activities, six multi-drafted writing assignments, and a final exam (a final essay). The course work includes reading assignments, responding to instruction, writing, sending e-mails, and using the discussion board. The course requires that the reading and writing be done in a timely fashion so that students can participate in discussions and submit writing assignments when they are due.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PAGE LENGTH</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Presentation</td>
<td>NA</td>
<td>3</td>
</tr>
<tr>
<td>Classical Argument Essay</td>
<td>3-4</td>
<td>3</td>
</tr>
<tr>
<td>Rogerian Argument Essay</td>
<td>4-5</td>
<td>3</td>
</tr>
<tr>
<td>Synthesis Matrix</td>
<td>NA</td>
<td>3</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>3+</td>
<td>3</td>
</tr>
<tr>
<td>Argumentative Research</td>
<td>8-10</td>
<td>3</td>
</tr>
<tr>
<td>Outlines</td>
<td></td>
<td>2</td>
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<tr>
<td>Conferences</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Drafting</td>
<td></td>
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<tr>
<td>Peer Review</td>
<td></td>
<td>2</td>
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<tr>
<td>Final Exam (optional)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Daily Work</td>
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<td>1</td>
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</tbody>
</table>

Assignment Submission

All assignments must be submitted to dropbox at which time they will be submitted to turnitin.com. I will grade your assignments in Turnitin; all rubrics and specific revision needs will be communicated in Turnitin. I will provide feedback in dropbox as well; however, in order to know what you need to revise, you must look in Turnitin.

Gradebook

I will record your grades in the d2l grade book. Each assignment is evaluated on a 10 point scale. All Category 1 and Category 2 assignments will be given a 10 when they have been completed. Your Category 3 assignments will be given a number that indicates how many learning targets you mastered on that assignment. You must earn at least a 7 in order to be finished with the assignment. Please monitor the grade book closely to know how you are doing.
**Attendance/Late Work**

As you know, this is an online course and there is no traditional attendance. However, it is essential that you log in to the course every day in order to complete the day's assignments. All process assignments (category 2) are time-sensitive, and cannot be completed after the due date. Your attention to the daily work and process work will determine the grade you make. And so, your "attendance" in class each day is critical.

**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.

**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

The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, online writing lab, and student-instructor reviews and learning teams both led by students who have successfully completed the course. We make it easy for you to get the help you need!

What we do: Tutors can guide writers on specific kinds of sentence-level support and overall essay coherence by offering suggestions that do the following:

- *clarify* grammar rules,
- *explain* writing conventions,
- *provide* samples of writing that exemplify the topic being discussed,
- and *guide* writers as they revise and edit their own sentences.

**Hours of Operation:**
- **Virtual Walk-in Table VIA Zoom:** An AARC tutor is available to chat through a Zoom online meeting room from 3 p.m. to 6 p.m. Monday-Thursday. Visit the AARC Tutoring Services page for the registration link.
- **Walk-In Tables:** Available 10 a.m. to 6 p.m. Monday through Thursday and 10 a.m.-noon Friday.
- **Online Writing Lab (OWL):** Log in to your Brightspace by D2L account and view your list of ongoing courses for more information.

**Policies**

**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

Major assignments in this course are submitted to Turnitin.com.

**Withheld 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/.

**Other course 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 that is
available to help SFA students succeed.

**Attendance Policy**

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

Enforcing an attendance policy in an online class is difficult, something that can attract students for the wrong
reasons. Obviously, students are often happy not to be locked into a class attendance policy. However, students
in online classes have a greater responsibility for creating their own class time. You should log in to the course
every day. You may, of course, do so as it suits your schedule, but this online class will require the same sort of
discipline that is required in a face-to-face class.
Difficulties

If you do not understand an instruction, or if you have questions or are having difficulties with the reading or writing assignments, please contact me as soon as possible. I can work with you to solve the problem.

Email and phone messages

The most reliable way to reach me is by sending an e-mail through D2L. If, in the event of an emergency, you need to send an e-mail through mySFA, please include "English 1302" in the subject line. If you need to reach me by phone, use my personal phone number; as long as all my teaching is online, my personal phone number is my office number.
# Timeline for English 1302.001

## Summer 2021

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment</th>
<th>Module</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 17</td>
<td>Student Information Quizzes</td>
<td>Course Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Wednesday, May 19</td>
<td>Ethical Dilemma and Group Selection</td>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Friday, May 21</td>
<td>Ethical Dilemma Presentation Due</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Friday, May 21</td>
<td>Group Reflection</td>
<td>Ethics</td>
<td>2</td>
</tr>
<tr>
<td>Tuesday, May 25</td>
<td>Economy Discussion and Topic Selection</td>
<td>Classical Argument</td>
<td>1</td>
</tr>
<tr>
<td>Wednesday, May 26</td>
<td>Outline Conferences</td>
<td>Classical Argument</td>
<td>2</td>
</tr>
<tr>
<td>Thursday, May 27</td>
<td>Peer Review</td>
<td>Classical Argument</td>
<td>2</td>
</tr>
<tr>
<td>Friday, May 28</td>
<td>Final Classical Argument Essay Due</td>
<td>Classical Argument</td>
<td>3</td>
</tr>
<tr>
<td>Tuesday, June 1</td>
<td>Justice and Environment Discussions and Topic Selection</td>
<td>Rogerian Argument</td>
<td>1</td>
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<tr>
<td>Wednesday, June 2</td>
<td>Outline Conferences</td>
<td>Rogerian Argument</td>
<td>2</td>
</tr>
<tr>
<td>Thursday, June 3</td>
<td>Peer Review</td>
<td>Rogerian Argument</td>
<td>2</td>
</tr>
<tr>
<td>Friday, June 4</td>
<td>Final Rogerian Argument Essay Due</td>
<td>Rogerian Argument</td>
<td>3</td>
</tr>
<tr>
<td>Tuesday, June 8</td>
<td>Gender Discussion, thesis development</td>
<td>Synthesis</td>
<td>1</td>
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<tr>
<td>Wednesday, June 9</td>
<td>Synthesis Matrix Due</td>
<td>Synthesis</td>
<td>3</td>
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<tr>
<td>Thursday, June 10</td>
<td>Research Pre-Conference Topic Discussion</td>
<td>Research</td>
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<tr>
<td>Friday, June 11</td>
<td>Research Draft Thesis</td>
<td>Research</td>
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<tr>
<td>Tuesday, June 15</td>
<td>Draft Annotated Bibliography Due</td>
<td>Research</td>
<td>2</td>
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<tr>
<td>Thursday, June 17</td>
<td>Final Annotated Bibliography Due</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Friday, June 18</td>
<td>Research Outline Conferences</td>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>Wednesday, June 23</td>
<td>Research Peer Review</td>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>Thursday, June 24</td>
<td>Final Research Paper Due</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Friday, June 25</td>
<td>Final Exam (optional)</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

(replacement)