English 1302.002 Summer 1 2021
Research and Argument
Department of English and Creative Writing, SFASU

Professor: Tureva Osburn
Email: Tureva.Osburn@sfasu.edu
Office Hours: Zoom Office Hours only: Monday: 10:00 - 11:30 am.

Description:
ENG 1302 – Research and Argument: “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.” College Bulletin, 2012-2013.

Credit Hour Justification for the 6-week course:

For English 1302, students in-class hours plus the hours that are advised for preparation and homework outside of class each week should total 135 hours for the semester.

For an English 1302 face-to-face class in a 15-week long semester, the course schedule includes:
In-Class = 3 hours a week for 15 weeks = 45 hours in class total.
Prep/Homework = 6 hours a week for 15 weeks = 90 hours outside class.
Student’s total hours = 9 hours each week for 15 weeks = 135 hours for the semester.

As a student in a 6-week, online, three-credit hour course, the student schedule includes:
Class = approximately seven and a half hours a week for 6 weeks = 45 hours in class total
Prep/Homework = approximately fifteen a week for 6 weeks = 90 hours outside class
Student’s total hours = approximately 22 and half hours a week for 6 weeks = 135 hours total

What this means for a student taking English 1302 in a 6-week semester:

In this 6-week course, the student should expect to be active online and working on assignments for approximately about three hours a day (about 22 hours a week), or whenever the student chooses to schedule this amount of time. However, a student may take a lot less or even more time to complete the course requirements successfully, and some weeks of the 6-week semester may take more time than others. Therefore, the student should schedule their time for active participation in weekly activities as well as for working on major assignments and adjust as needed. For this online class, the student will work on reading and studying content, watching videos, responding to discussion questions, taking quizzes, preparing and composing major assignments, and participating in peer-review. Major writing assignments require drafting, revising, and editing which requires many hours of the student’s time. Planning for a faster semester along with consistent participation is the key to success in this 6-week class.

ENGL 1302 “Research and Argumentation” (3 credits) is an online course. 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 and analysis, an annotated bibliography, and a documented research essay.

Additional Information:
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 half of English 1302 focuses on summarizing, analyzing, quoting, formatting for citations, and synthesizing sources as part of a formal Proposal for Research. These skills will then be used to continue the research and build a formal Annotated Bibliography which forms the foundation of the Research Essay. All assignments for the semester work to build toward this final researched and argumentative essay.

As opposed to English 1301, English 1302 begins to focus on more college-oriented skills. Moreover, English 1302 is also more rigorous and demanding. This course is designed to stretch your reading comprehension, writing, and critical thinking skills. The semester focuses on research and information literacy, both of which are invaluable in a college setting.

Remember, if you took English 1301 and made lower than a C, you may not be enrolled in English 1302. You must reenroll 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.

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 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:

1302 Student Learning Outcomes
1. Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
2. Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
3. 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);
4. 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);
5. Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
6. 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. 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 submit formal writing assignments in Dropbox.

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

**Major Assignments:**
- Proposal Essay: 250 points (25%)
- Annotated Bibliography: 250 points (25%)
- Research Essay: 250 points (25%)

**Other Assignments and Final Exam:**
- Quizzes: 100 points (10%)
- Discussion responses: 100 points (10%)
- Final Exam: 50 points (5%)

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:

In an online course, your participation in posting discussion responses, taking quizzes and surveys, and turning in major assignments on time shows your engagement and participation in class. It is vital that you log in frequently, read and study all of the materials, and participate as required. Non-attendance occurs when a student has not logged on for these assignments or if their lack of log-on participation becomes unreasonable. I will monitor students’ logging on and participating in class. When you have difficulties, I am more than happy to work with you if you will communicate with me through email and/or Zoom office hours.

Late assignments will accrue five points per day penalty unless the student has made prior arrangements with me regarding the due date.

I will not accept the submission of material via e-mail without prior approval.

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](http://www.sfasu.edu/policies/academic_integrity.asp).

*We will go over plagiarism in class; however, it is your responsibility to make sure that the work that you turn in is, in fact, your own work and not taken from someone else. Depending on the severity of the instance, you could be given a 0 for the assignment or even expelled from college. If you have any doubt about what you are incorporating from someone else, you should consult with me for help.

**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/](http://www.sfasu.edu/disabilityservices/).
# Class Calendar English 1302.002
## May 2021

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1. **Chapter One:** Welcome begins
2. **Chapter Two:** Proposal Essay begins
3. **Survey/Quiz #1 due**
4. **Discussion #1 due**
5. **Quiz #2 and Discussion #2 Due**
6. **Upload Proposal to Eduflow for Peer-Review**
7. **Peer-Review on Eduflow**
8. **Proposal Essay due in Dropbox**
9. **Chapter Three:** AB opens
10. **Memorial Day**
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- **June 2021**
- **Discussion #3 Due** (Thu)
- **Quiz #3 Due** (Wed)
- **Upload AB draft to Eduflow for Instructor and Self Review** (Wed)
- **AB due in Dropbox** (Sat)
- **Chapter Four: Research Essay opens** (Mon)
- **Discussion #4 Due** (Thurs)
- **Quiz #4 Due** (Mon)
- **Upload draft of Research Essay to Eduflow for peer-review** (Mon)
- **Peer-Review on Eduflow** (Wed)
- **Chapter Five: Final Exam opens** (Mon)
- **Research Essay due in Dropbox** (Mon)
- **Survey/Quiz #5 Due** (Fri, 12th)
- **Final Exam due in Dropbox** (Fri, 12th)