

ENGL 1302.007 (Online)

Research and Argument

Instructor Course Overview

Through our examination of the arguments of others, we will be able to observe the tools used by these writers to persuade their audience to accept the premise they put forth in their argument. In turn, we will apply these concepts to our own production of argumentative writing. The theme our writing assignments will revolve around for the course will be current social issues.

General Course Description & Credit Hour Justification

Course Description from Official SFA Course Catalog:

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 ENGL 1301.

Credit Hour Justification:

ENGL 1302 “Research and Argumentation” (3 credits; fully online) meets online for fifteen weeks during the semester as well as during finals week. 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 ENGL 1301. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

Course Outcomes

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.

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

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(More options for communication are outlined in “Module 1: Getting Started” in Brightspace)

Phone & Office: No physical office this semester

Ms. Kramer will be working in a virtual capacity this semester and as such will not be meeting with students in a face-to-face capacity.

Office Hours: Monday 10:00 a.m.-1:00 p.m. & Friday 2:00-4:00 p.m. via Brightspace Chat

Appointments for other times or other virtual meeting methods are available by contacting Ms. Kramer by email.



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 ENGL 1302– Research and Argument you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, written communication, teamwork, and personal responsibility requirement.

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), and (b) How the required core objectives will be addressed.

Core Curriculum Objective Table:

Core Objective	Definition	How the Core Objective Will be Addressed
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	-Rhetorical Analysis—due 9/18 -Summary and Response—due 10/9 -Annotated Bibliography—due 11/6 -Argumentative Problem-Solution—due 12/2 -Stand and Deliver—varying due dates -Discussion board assignments, reflection assignments, and draft review assignments—varying due dates
Communication Skills	To include effective development, interpretation and expression of ideas though written, oral, and visual communication.	-Rhetorical Analysis—due 9/18 -Summary and Response—due 10/9 -Annotated Bibliography—due 11/6 -Argumentative Problem-Solution—due 12/2 -Stand and Deliver—varying due dates -Discussion board assignments, reflection assignments, and draft review assignments—varying due dates
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	-Rhetorical Analysis draft review—due 9/16 -Summary and Response draft review—due 10/7 -Annotated Bibliography draft review—due 11/4 -Outlining Argumentative Problem-Solution Essay—due 11/13 -Argumentative Problem-Solution draft review—due 11/30 -Stand and Deliver draft review—varying due dates
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.	-Rhetorical Analysis—due 9/18 -Summary and Response—due 10/9 -Annotated Bibliography—due 11/6 -Argumentative Problem-Solution—due 12/2 -Stand and Deliver—varying due dates -Daily work and draft review assignments, especially the Scheduling Preparation assignment (Varying due dates throughout the course; Scheduling Preparation assignment due 9/4)

ENGL 1302 Student 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).

Assumptions for ENGL 1302:

Students entering ENGL 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.

Required Texts & Materials

In addition to the textbook and materials below, there are additional readings and handouts posted on Brightspace that you are responsible for reading.

1. *Envision: Writing and Researching Arguments* by Christine L. Alfano and Alyssa J. O'Brien. 5th edition, Pearson, 2018. (ISBN: 9780134679457)

*It doesn't matter if your copy is new or used, or if it is a printed copy or an electronic copy—just as long as you have the 5th edition material. There are quizzes in this course that will be based heavily on material from the text, and older editions might not contain the same information.

2. Access to a computer, the internet and Microsoft Word.

3. *Strongly Recommended:* Any writing handbook, such as the one you may have been required to buy in ENGL 1301.

Course Requirements & Evaluation

You will receive a more detailed prompt for the assignments marked with an asterisk (*) when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you. Furthermore, the assignments notated with an asterisk will be graded according to rubrics that help to define the various aspects of each assignment (i.e., style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.

Daily Work (discussions, quizzes, etc.)	15%
Because I understand that life happens sometimes, the lowest daily work grade in the Daily Work category will be dropped.	
Draft Review	10%
Rhetorical Analysis*	10%
Stand and Deliver*	10%
Summary and Response*	10%
Annotated Bibliography*	15%
Argumentative Problem-Solution*	20%
Final Exam	10%

Note: Extra credit opportunities, if any, will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major assignments.

Learning Modules:

Each module contains important instructional material and directions. Please read these modules carefully, following any outside links to material. Each module is also tied to the assigned reading in the textbook. Not reading the modules or material assigned from the textbook thoroughly is a sure way to hurt your chances of learning the subject matter this course addresses and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assessment tabs to find out what you need to turn in. *Just be sure to follow the modules from beginning to end to ensure that you do not miss anything.*

Discussion Posts:

Answer the discussion board prompts in complete sentences and (relatively) polished prose. Word length is specified on each prompt when necessary. Keep in mind that some discussion board assignments will require you to demonstrate your attainment of the teamwork objective by providing feedback to your peers.

Quizzes:

You have the option to take each quiz two times. The quiz scores will be averaged together.

Zoom Meetings:

We will have one scheduled Zoom meeting during the semester that will be approximately one hour long, and it is notated on the Course Timeline. If you cannot make the Zoom meeting, you will simply watch the recording of the meeting that will be posted to the discussion board; you will then complete an alternate assignment based on the recording in the same way you complete other discussion assignments.

Rhetorical Analysis*:

In this essay you must examine the message of an advertisement and how it tries to make its audience accept its message, focusing particularly on how purpose, audience and the rhetorical appeals were utilized in order to get that message across to the audience. This essay should be between 600-900 words in length.

Summary and Response*:

To practice using basic source use skills, in this essay you will choose an article to write a summary for. In addition to summarizing the main claims made within the article, you must respond to the claims made by the article and judge the article's effectiveness in proving the claims that it makes. The summary should be a minimum of 450 words and the response should be a minimum of 150 words and include a work cited entry for the source (not counted towards the minimum word length).

Annotated Bibliography*:

The goal for your annotated bibliography is to help you understand the critical conversation surrounding your topic so that you can join that conversation in your upcoming 2,400-3,000-word argumentative problem-solution position paper. For this assignment you are to compose eight entries for the eight sources you would like to use in your paper that provides: an MLA citation for the source, a summary of the source, brief information about the author's background (credibility), an explanation of how you will use the source in your paper, and quotations that may prove useful in your paper. **Each of the eight entries must include these items.**

Argumentative Problem-Solution*:

In this essay, you will choose a position to argue about an ongoing issue. You will then write a 2,400-3,000-word (double spaced) paper where you argue your position and then show how the issue could affect the future if it were allowed to persist. In addition to providing sources that support your position, you will also need to acknowledge the opposing sides' position and anticipate any objections they would have against your argument in order to refute these claims. A minimum of eight credible and scholarly secondary sources should be utilized in this paper. The paper will also include a works cited page (not counted towards the minimum word length).

Stand and Deliver*:

Each student will select a date (first-come-first-served) for when they would like their Stand and Deliver paper to be due. The date that is chosen corresponds to a particular position, either for or against, on an issue. For the paper, you will have to write a minimum 600-word argumentative essay that argues the position you selected. You must make your paper convincing because after submitting your paper, I will post it to Brightspace so that your classmates can read each stance on the topic and then vote to decide whose argument was the most persuasive. Whoever wins this vote will receive five extra credit points towards their Stand and Deliver essay.

Draft Review:

Students will be held accountable for five draft review sessions during the course of the semester. Students will be required to review their peer's work and offer them meaningful and constructive feedback. They must also submit a draft to be reviewed. Each draft review session will be graded as such: 50 points are possible for contributing a draft (that is as close to

finished as possible) to the draft review session and 50 points are possible for participating in the draft review session and providing helpful feedback to your peer(s).

Furthermore, I am happy to go over assignment drafts with you, **no less than one day in advance of an assignment's due date**, during office hours or during a mutually convenient appointment time. You are also encouraged to schedule a conference session with your instructor to receive guidance on at least one draft of your paper. There will also be extra credit opportunities offered throughout the semester for getting feedback from the AARC about a draft of your paper. Through each of these activities, you will have a chance to deeply understand what you are meant to accomplish in each writing assignment and to produce quality final drafts.

Note: Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts. *With this in mind, the instructor may provide you the opportunity through the course of the semester to revise your writing in order to improve the paper and possibly the grade the paper received. Instructions for any revision opportunities will be provided on Brightspace.*

Final Exam:

There will be a comprehensive final exam given during finals week (see the Course Timeline for the date range during which the final will be open). Part 1 of the exam will consist of questions pulled from the module quizzes or worksheets from earlier in the semester, and part 2 of the exam is a long-answer reflection question.

Grading Standard & End of Semester Grading

For each assignment, I calculate grades on a numeric, 100-point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

A: 90-100 (excellent performance)

B: 80-89 (above average performance)

C: 70-79 (average performance)

D: 60-69 (below average performance)

F: 0-59 (failure)

***Students who do not participate in the course regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

Note on Word Count:

For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, failing to reach the minimum assignment requirements, including word count, will negatively impact the grade an assignment receives.

Note on End of Semester Grading:

Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I do for students; therefore, deviations will not be negotiable.

To that end, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course **unless** you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to Brightspace, you have the ability to see why you got the final grade you did.

Writing Is a Series of Micro-Failures:

If you do poorly on an assignment please do not lose hope or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes. Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

Assignment Return Policy:

I generally grade and return major assignments within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about that assignment. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an assignment received before meeting to discuss the assignment.

Assignment Submission Guidelines & Document Formatting

Assignment Submission Guidelines:

All assignments notated with an asterisk in the Course Requirements & Evaluation section are to be submitted to the assignment’s designated Brightspace dropbox by the date and time specified as the assignment’s due date. Daily work assignments may require submission in alternative means, such as in discussion boards. Read the instructions for each assignment closely to see how each assignment is to be submitted—and when in doubt, please ask in advance of the due date.

Unless otherwise stated on the assignment prompt for assignments or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

- If extra credit was offered for an assignment, email documentation to your instructor by the assignment’s due date.
- Submit an electronic version of final drafts to the applicable Brightspace dropbox to be checked for plagiarism.
- Submit in .docx format only (no PDFs).
- Follow MLA format, including the citations and heading (see the document formatting guidelines below for more information).

Document Formatting:

As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines.

For this course each assignment will

- Be in Times New Roman, 12-point font and will have one-inch margins on all sides
- Be double-spaced (with the exception of Brightspace discussion posts)
- Have your name, your instructor's name (Ms. Kramer), the course information (ENGL 1302.007), and the date (Day Month Year) in the upper left of your paper
- Have your last name and the page number in the header of your paper (beginning on the first page), justified to the right
- Have an original, creative title centered on the page
- Have in essays with sources a source list that begins with the words "Work(s) cited" centered on the page. Whether you have "Work" or "Works" depends on the number of sources you are citing. If you have only one source, use "Work," and for more than one source, use "Works."

Attendance

Just as in face-to-face courses, attendance in online courses is required of all students. Be aware that 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.

As such, before the twelfth class day, students will have several opportunities to participate in online class activities (introductions, postings to discussion boards, quizzes, etc.). Failure to complete **at least two** of these assignments on time will result in students being reported as "non-attending" with no possibility for reinstatement.

Excused vs. Unexcused Absences:

Below is a description of what is considered an excused absence:

"At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the [Dean of Students Office] and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by [the Dean of Students Office]. The notification is only provided as a courtesy to the student and the student's instructor(s). [. . .]

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor."

Refer to Stephen F. Austin State University's Class Attendance policy at <https://www.sfasu.edu/policies/class-attendance-6.7.pdf> for more information.

To submit an absence notification, go here: https://cm.maxient.com/reportingform.php?SFASStateUniv&layout_id=5.

Late Assignments

All assignments are due by 11:59 p.m. (United States Central Standard Time) on the assigned due date.

This is not a self-paced course. You are expected to turn in all assignments on time. Failure to complete each module on time will have an impact on your success in this class. The following are the guidelines pertaining to late work:

- Late work will not be accepted (other than for excused absences with proper documentation) unless an exception is approved in advance by the instructor. If you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension. (*Note: Don't wait until the last minute to reach out; waiting until the last minute before the due date to communicate may prevent the extension request from being granted.*)
- Late daily work or major assignments (notated with an asterisk in the Course Requirements & Evaluation section) that are covered by an excused absence must be submitted by the established make-up due date and before the last day of class.
- Be aware that group work must be completed within the timeframe allowed in the Course Timeline. There is no option for an alternate assignment or for a late submission.
- Any major assignments notated with an asterisk in the Course Requirements & Evaluation section submitted late will receive a 10-point deduction per calendar day unless an exception is approved in advance by the instructor. Major assignments over 5 days late will automatically receive a 0. *Again, if you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension.*

Note: If you are ever unable to submit an assignment to Brightspace because of an error with the Brightspace system, you should email me to let me know what is going on, **with the assignment attached, prior to the due date.** Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact Brightspace technical support to see about fixing the issue (see below for their contact information).

Brightspace by D2L

As this is an online course, you will be making frequent use of a computer and of Brightspace. You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments and discussion posts, and take reading quizzes. Your grades will also be recorded and accessible there. It is your responsibility to check your grades and contact me immediately if you believe you see an error, have concerns, or have questions. Please make sure to configure your Brightspace account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that Brightspace emails or texts you any time I make an announcement.

Furthermore, I will communicate with the class via Brightspace and/or SFASU email. You are responsible for checking our class page (especially for announcements and updates) and your Brightspace/SFASU email regularly, and for being aware of any information there. Be sure to check the Course Timeline page in "Module 1: Getting Started" to see when each module opens and when assignments are due.

Brightspace Technical Support:

For Brightspace technical support, contact student support in the Center for Teaching and Learning (CTL) at ctl.sfasu.edu or (936) 468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

General Technical Support:

For general computer support (not related to Brightspace), contact the Help Desk at (936) 468-HELP (4357) or at help.sfasu.edu.

Course Citizenship

To ensure that everyone feels comfortable and welcome in the online classroom environment of the course, take care not to disrespect others and/or their ideas, beliefs, or position, and to avoid any type of hate speech. Be considerate and professional to your peers and your professor. Rude behavior in discussion forums is unacceptable and it will hurt your grade. This online platform is a professional environment, and I expect all of you to behave professionally.

Zoom Policy

During Zoom meetings, students are expected to be attentive and actively participating (answering questions, using chat, completing activities, etc.). If you do not have a microphone or camera, you will need to let me know. There are potential ways for you to participate without these, but I need to know. If you have not informed me, then you will be expected to have your camera on for the entire Zoom meeting. Your microphone should be muted unless you are speaking. Any disruptive behavior, as determined by the instructor, will not be allowed, and students may be asked to stop or leave the meeting depending on severity. Please be respectful. If Zoombombing occurs, the meeting will be ended, and I will email you via Brightspace with further instructions.

Academic Dishonesty & Turnitin.com

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.

Please read the complete policy at <http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf>.

Consequences of Academic Dishonesty in This Course:

Consequences for Plagiarizing—If a student's assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involves penalties from an un-revisable zero on the assignment to an "F" for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately **before** submitting the assignment.

Consequences for Recycling Past Work:

I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. While the work is yours, and it is not technically plagiarism, it is unethical. Submitting *old* work does not demonstrate the *new* skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. The consequences for recycling past work will be determined on a case-by-case basis.

Turnitin.com (Plagiarism Detector):

In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit the assignments notated with an asterisk in the Course Requirements & Evaluation section electronically to Brightspace dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote.

For a more detailed look at this process, visit <http://www.turnitin.com>.

Withheld Grades *Semester Grades Policy (5.5)*

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/>.

Discrimination/Sexual Harassment

At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

Your Rights Under Title IX

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University's Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

Helpful and Free Student Resources

Writing Support (AARC):

The Academic Assistance and Resource Center (AARC) provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, and SI.

Contact information:

Phone: (936) 468-4108

Email: aarc@sfasu.edu

Physical location: Ralph W. Steen Library, 1st floor

For more information about the services provided, visit them on the web: www.sfasu.edu/aarc.

Mental Health and Wellness:

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

Health and Wellness Hub (corner of E. College and Raguet)

(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

Nutritional Support (Lumberjack Food Pantry):

The primary purpose of the Lumberjack Food Pantry is to lead the way in the reduction of food insecurity on the SFA campus. Current SFA students are eligible to receive food distribution. Students who live off campus are eligible to receive two boxes of food per month, while students who live on campus may receive one box of food per month. They are open Monday-Friday from 8:00 a.m.-5:00 p.m.

The pantry is located in the Health and Wellness Hub (in the Tucker Building). You can contact them by phone at (936) 468-4008 or by email at thepantry@sfasu.edu. Additional information can be found on the SFA website as well: <https://www.sfasu.edu/thehub/food-pantry>.

Research Help (The Steen Library's Resources):

Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in person, there are a wide range of full-text materials (including articles, e-Books, and more) that you can access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses three computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library, and there are many next to the LINC Lab.

1. Info Lab 1- on the first floor by the circulation desk
2. LINC Lab- on the first floor by the Technical Support Center
3. Info Lab 2- on the second floor by the Center for Teaching & Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson

(936) 468-2059

richardsjl3@sfasu.edu

Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here:

<http://libguides.sfasu.edu>.

Additional Resources:

There are more resources than those highlighted above. As such, check out the “A-Z Concerns” page on the Lumberjack Wellness Network website in order to be provided with resources that can help to address any additional concerns you may have: <https://www.sfasu.edu/lwn/a-z>.

Note: The Lumberjack Wellness Network (LWN) is composed of faculty and staff who feel passionate about removing the stigma around mental health. Through iCare Ambassadors and a network of campus offices, the LWN re-imagines the ways in which our community works to combat mental health issues among our students.

ENGL 1302 Course Timeline

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace.

Note: All due times are 11:59 p.m. unless otherwise specified. All due dates/times are in United States Central Standard Time.

Module 1: Getting Started (August 22-28, 2022) 1-week module

- Module 1 opens on 8/22
- Read pp. 296-302 of textbook
- Rhetorical Analysis assignment introduced
- Complete “Getting to Know You” discussion activity by 8/28
- Complete “Module 1 Quiz” by 8/28
- Complete “Copyright Permission” quiz by 8/28

Module 2: Writing Style (August 29-September 4, 2022) 1-week module

- Module 2 opens on 8/29
- Read pp. 110-116 of textbook
- Read “Point of View” (in module)
- Be working on the Rhetorical Analysis assignment
- Complete “Scheduling Preparation” assignment by 9/4
- Complete “Grammar and Sentence Mechanics Quiz” by 9/4
- Complete “Module 2 Quiz” by 9/4

Module 3: Analyzing Arguments Rhetorically—The Rhetorical Situation (September 5-11, 2022) 1-week module

- Module 3 opens on 9/5
- Read pp. 7-15; 75-78 of textbook
- Be working on the Rhetorical Analysis assignment
- Stand and Deliver assignment introduced
- Complete “Stand and Deliver Topic Sign-Ups” Google Doc by 9/11
- Complete “Module 3 Quiz” by 9/11

Module 4: Collaboration & Analyzing Arguments Rhetorically—The Rhetorical Appeals (September 12-18, 2022) 1-week module

- Module 4 opens on 9/12
- Read pp. 50-74; 249-251 of textbook
- Spend a bit of time this week working ahead on the Stand and Deliver essay assignment
- Be working on the Rhetorical Analysis assignment
- Submit draft of Rhetorical Analysis assignment to discussion board for draft review by 9/14
- Submit Rhetorical Analysis draft review feedback to peer in discussion board by 9/16
- Submit final draft of Rhetorical Analysis to dropbox by 9/18
- Complete *optional* Rhetorical Analysis assignment extra credit opportunity by 9/18
- Complete “Module 4 Quiz” by 9/18

Module 5: Avoiding Plagiarism (September 19-25, 2022) 1-week module

- Module 5 opens on 9/19
- Read pp. 230-238; 266-269 of textbook
- Read “Words We’re Watching: ‘Patchwriting’: Paraphrasing in a Cut-and-Paste World” (in module)
- Spend a bit of time this week working ahead on the Stand and Deliver essay assignment
- Summary and Response assignment introduced
- Complete “Module 5 Quiz” by 9/25
- Complete “Plagiarism Quiz” by 9/25
- Complete *optional* “Plagiarism Practice” extra credit opportunity by 9/25

Module 6: Documenting Sources (September 26-October 2, 2022) 1-week module

- Module 6 opens on 9/26
- Read pp. 269-293 of textbook
- Be working on the Summary and Response assignment and Stand and Deliver essay assignment
- Submit draft of Stand and Deliver #1 and 2 to discussion board for draft review by 9/28 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit Stand and Deliver #1 and 2 draft review feedback to peer in discussion board by 9/30 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit final draft of Stand and Deliver #1 and 2 to dropbox by 10/2 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Complete “MLA Citation Practice” assignment by 10/2

Module 7: Avoiding Logical Fallacies & Introduction to Components of an Argument (October 3-9, 2022) 1-week module

- Module 7 opens on 10/3
- Read “Logical Fallacies” (in module)
- Read “Recognizing the Elements of an Argument” (in module)
- Spend a bit of time this week working ahead on the Stand and Deliver essay assignment (unless you were scheduled to submit the essay prior to this point)
- Be working on the Summary and Response assignment
- Submit draft of Summary and Response assignment to discussion board for draft review by 10/5
- Submit Summary and Response draft review feedback to peer in discussion board by 10/7
- Submit final draft of Summary and Response to dropbox by 10/9
- Complete *optional* Summary and Response assignment extra credit opportunity by 10/9
- Complete “Module 7 Quiz” by 10/9

- Complete “Stand and Deliver #1 Comment Sheet” by 10/9 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)

Module 8: Structures of an Argument & Synthesizing the Argument (October 10-16, 2022) 1-week module

- Module 8 opens on 10/10
- Read pp. 42-50; 97-101; 108-109; 116-130 of textbook
- Read “Form a Critical Response” (in module)
- Read “Emphasizing Synthesis in Your Response” (in module)
- Be working on the Stand and Deliver essay assignment (unless you were scheduled to submit the essay prior to this point)
- Research project introduced (Research project includes: Annotated Bibliography and Argumentative Problem-Solution assignments)
- Submit draft of Stand and Deliver #3 and 4 to discussion board for draft review by 10/12 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit Stand and Deliver #3 and 4 draft review feedback to peer in discussion board by 10/14 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit final draft of Stand and Deliver #3 and 4 to dropbox by 10/16 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #2 Comment Sheet” by 10/16 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete “Module 8 Quiz” by 10/16
- Complete *optional* “Paragraph Unity and Coherence Worksheet” extra credit opportunity by 10/16

Module 9: Doing Research & Planning Research Arguments (October 17-30, 2022) 2-week module

- Module 9 opens on 10/17
- Read pp. 136-155; 166-198; 202-207 of textbook
- Be working on the Stand and Deliver essay assignment (unless you were scheduled to submit the essay prior to this point)
- Be working on the Annotated Bibliography assignment
- Attend Zoom meeting at 2:00 p.m. on 10/19 (or complete alternate assignment if unable to attend)
- Complete “Research Project Topic Brainstorming” discussion activity by 10/19
- Submit draft of Stand and Deliver #5 and 6 to discussion board for draft review by 10/19 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit Stand and Deliver #5 and 6 draft review feedback to peer in discussion board by 10/21 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit final draft of Stand and Deliver #5 and 6 to dropbox by 10/23 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #3 Comment Sheet” by 10/23 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #4 Comment Sheet” by 10/23 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Submit draft of Stand and Deliver #7 and 8 to discussion board for draft review by 10/26 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)

- Submit Stand and Deliver #7 and 8 draft review feedback to peer in discussion board by 10/28 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit final draft of Stand and Deliver #7 and 8 to dropbox by 10/30 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #5 Comment Sheet” by 10/30 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #6 Comment Sheet” by 10/30 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete Zoom meeting alternate assignment by 10/30 if you were unable to attend the meeting

Module 10: Argumentative Thesis Statements (October 31-November 6, 2022) 1-week module

- Module 10 opens on 10/31
- Read pp. 29-32 of textbook
- Spend a bit of time this week working ahead on the Stand and Deliver essay assignment (unless you were scheduled to submit the essay prior to this point)
- Be working on the Annotated Bibliography assignment
- Submit draft of Annotated Bibliography assignment to discussion board for draft review by 11/2
- Submit Annotated Bibliography draft review feedback to peer in discussion board by 11/4
- Submit final draft of Annotated Bibliography to dropbox by 11/6
- Complete *optional* Annotated Bibliography assignment extra credit opportunity by 11/6
- Complete “Module 10 Quiz” by 11/6
- Complete “Stand and Deliver #7 Comment Sheet” by 11/6 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete *optional* “Argumentative Thesis Statements” extra credit opportunity by 11/6

Module 11: Organizing and Writing Research Arguments (November 7-13, 2022) 1-week module

- Module 11 opens on 11/7
- Read pp. 212-226 of textbook
- Be working on the Stand and Deliver essay assignment (unless you were scheduled to submit the essay prior to this point)
- Research and draft Argumentative Problem-Solution assignment
- Complete “Outlining Argumentative Problem-Solution Essay” discussion activity (phase 1 due by 11/11; phase 2 due by 11/13)
- Submit draft of Stand and Deliver #9, 10, and 11 to discussion board for draft review by 11/9 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit Stand and Deliver #9, 10 and 11 draft review feedback to peer in discussion board by 11/11 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Submit final draft of Stand and Deliver #9, 10, and 11 to dropbox by 11/13 (*check the “Stand and Deliver Essay Topic/Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #8 Comment Sheet” by 11/13 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)

Module 12: Transitions & Revising and Editing Research Arguments (November 14-December 4, 2022) 2-week module

- Module 12 opens on 11/14

- Thanksgiving holiday for students and faculty begins on 11/19; classes resume on 11/28 (Classes do not meet during this time, and no work is due in this course. Ms. Kramer will not be available for office hours or appointments during this time. Have a safe and relaxing break! 😊)
- Read pp. 229-230; 238-239; 246-249 of textbook
- Research and draft Argumentative Problem-Solution assignment
- Complete “Stand and Deliver #9 Comment Sheet” by 11/18; submission grace period until 11/20 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete “Stand and Deliver #10 Comment Sheet” by 11/18; submission grace period until 11/20 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Complete “Transitions Worksheet” by 11/18; submission grace period until 11/20
- Submit draft of Argumentative Problem-Solution assignment to discussion board for draft review by 11/29
- Submit Argumentative Problem-Solution draft review feedback to peer in discussion board by 11/30
- Submit final draft of Argumentative Problem-Solution to dropbox by 12/2
- Complete *optional* Argumentative Problem-Solution assignment extra credit opportunity by 12/2
- Complete “Stand and Deliver #11 Comment Sheet” by 12/4 (*check the “Stand and Deliver Comment Sheet Order” document to see if this due date applies to you*)
- Submit “Stand and Deliver Reflection” by 12/4
- All quizzes and quiz results will be hidden from view on 12/4, so study sooner rather than later.

Final Exam (December 5-9, 2022)

- Comprehensive final exam opens at 8:00 a.m. on Monday, December 5th and remains available until 11:59 p.m. on Wednesday, December 7th.
- You have 2 hours to complete the exam online from any location after you begin, and it must be taken in one sitting. The exam can only be taken once.