Research and Argument: ENGL 1302.004
Spring 2023

Instructor information

Instructor       Email                        Office location & hours
Mrs. Karen Perkins hensarlikm@sfasu.edu    Ferguson 288, Tuesdays 11 am - 1 pm, Wednesdays 3 pm - 4 pm, and Thursdays 11 am - 1 pm; Other hours available: email for appointment

General information

Description
ENGL 1302 (3 credit hours): 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.

Credit Hour Justifications
ENGL 1302 - Face-to-face “Research and Argument” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks and meets during finals week according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of three compositions totaling the equivalent of 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 required in ENGL 1301. Final exams typically include presentations of student writing and research. These activities typically average six hours of work outside of classroom hours.

ENGL 1302 Student Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

General Education Core Curriculum
This is a general education, core-curriculum course, and specific program learning outcomes for the English major are not addressed in the course.
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in **ENGL 1302** you are also enrolling in a Core Curriculum Course that fulfills the Core Curriculum Course requirement in key areas as listed in the chart below.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Reading current events / news, summarizing and analyzing articles, applying personal interests to research/topic choices, creating and editing texts (including AI-generated)</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Composing texts for different purposes, audiences, and contexts, class / group discussions</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Redefining “argument,” collaborative listing and brainstorming, small group discussions, peer review, interactive conversation with and feedback from instructor</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Tracking tasks and deadlines for course work, understanding assignments and concepts, researching and completing assignments independently, using tools and the ideas of others ethically and responsibly</td>
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**Instructor and Course-Specific Information**

Research & Argument are everyday aspects of personal and civic life as well as academic. Establishing effective habits of inquiry-before-response allows us to gather information before reacting—because a thoughtless response can often damage or destroy. Learning the techniques of argument, as defined by Jodie Nicotra in her text *Becoming Rhetorical*, trains us to ask the right questions and to enter into conversations prepared to listen and respond, even when others’ positions differ from our own. In this course, step-by-step, we will explore and practice the processes and habits necessary to engage in ethical research and argument and consider writing as a “technology for thinking new thoughts” (Miller and Jurecic) in academic, professional, and personal discourse.

**Scheduling Office Visits with the Instructor**

[https://calendly.com/scheduling-with-perkins](https://calendly.com/scheduling-with-perkins) Use this link to set up a visit during posted office hours. [hensarlikm@sfasu.edu](mailto:hensarlikm@sfasu.edu) Use this email to schedule an office visit at times other than posted office hours. If you can’t meet in person in Ferguson 288, indicate request “Zoom Please” when scheduling.
MySFA, D2L, and Packback Deep Dives

Students are expected to monitor University communications through MySFA, Jacks and D2L email, and the course D2L site daily during the work week.

Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as annotated bibliographies, essays, and other reflections and reports. While completing the summative writing prompts on Deep Dives, you will interact with a Research Assistant that will help you gather your notes and cite your sources and a Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

How to Register on Packback:
An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don’t receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to https://app.packback.co and clicking “Sign up for an Account”
   Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community’s lookup key into the “Looking to join a community you don’t see here?” section in Packback at the bottom of the homepage. Community Lookup Key: f583c645-7738-4975-a5ea-2b99c78c92f0
3. Follow the instructions on your screen to finish your registration.

Packback requires a paid subscription. Refer to www.packback.co/product/pricing for more information. (However, it should be in the $30-range, rather than $40+.)

How to Get Help from the Packback Team:
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68.

Grading Calculations

The final grade for this course is based on completion of two areas of work, and all activities are weighted equally and are assigned percentage based on 100.
• Process Work (Weekly D2L Discussions and “zero draft” invention or composing activities, etc.)
• Completed “Final Draft” Products (Reports, Annotated Bibliography, Research Scrapbook, Essays, etc.)

Ungraded assignments automatically show as zero in the D2L gradebook. I will apply the scale below when calculating the final grade for the course.

A=89.5-100
B=79.5-89.49
C=69.5-79.49
D=55-69.49
F=below 55
Key Assignments for this course:

Assignment Title: Research Scrapbook on Current Events (for Research Topic Selection)
Due Date: September 11, 2023
Grade Value: 100

Assignment Title: Report on Images Analysis
Due Date: October 2, 2023
Grade Value: 100

Assignment Title: Research Scrapbook *Wakelet* (sources collection)
Due Date: October 9, 2023
Grade Value: 100

Assignment Title: Annotated Bibliography on Peer-Reviewed, Scholarly Sources
Due Date: October 23, 2023
Grade Value: 100

Assignment Title: Academic Problem Analysis Essay
Due Date: November 17, 2023
Grade Value: 100

Assignment Title: Reflection - Learning Letter
Due Date: Final Exam - December 11-15, 2023
Grade Value: 100

Use of Artificial Intelligence (AI) for Text-Generation and Provision of Immediate Feedback on Writing

Students are required to use Packback Deep Dives for some drafting assignments, which provides real-time writing feedback from text-generative AI, as well as instructor-generated guiding questions, assignment rubrics, and instructor-recommended resources to encourage and support students’ efforts to do their best possible work within the constraints of this course. Overall grading for compositions will be assessed by the instructor, however.

Yes, You May Use AI to Help You Learn Better Research and Writing Skills

Students also are permitted to use text-generative AI tools such as ChatGPT (OpenAI) as part of their writing processes and, when used, students must disclose and describe their use of AI in several ways: within a note introducing a written composition and within any reflective writing produced while or after working on assigned compositions.

Students are expected to utilize available tools and technologies in ways that are currently accepted as ethical and consistent with policies on student conduct published by the University of Texas System and Stephen F. Austin State University. Students are also expected to utilize these tools and technologies for the long-term benefits of improving personal literacy skills and increasing their knowledge regarding ethical communication practices. Further, the use of electronic devices to conduct research is a necessary aspect of the course; however, students should be focused on uses that enhance their learning and enable them to complete the assigned course activities. To use these devices for personal entertainment or distractions from the work of the course during dedicated class time is discouraged (and could be considered disrespectful). Continued disruptive abuse of technology may result in a student being asked to leave class for the day.
**Attendance and Participation**

This class meets several times each week, and attendance is required at these scheduled meetings. Being present and taking part in the ongoing discussions and learning activities is an obligation and responsibility inherent in choosing to enroll in the University as a student.

Students often mistakenly apply rules of consumerism to voluntary educational activities, reasoning that, since they “paid to be here,” they also get to choose what level of involvement to apply. **But learning is not the same as buying**: if you aren’t committed to learning the concepts of a given course, which requires attending class and doing the work of the course consistently as assigned, please—Simply drop the class.

When emergencies, illnesses, and other University-recognized and excused reasons for missing class occur, I will work with students to enable them to stay on track, so long as they continue to communicate with me. However, trying to make up more than three weeks of missed course work in a given semester, more often than not isn’t feasible—especially if that student is not communicating regarding the issues preventing attendance and completion of assignments.

**Additional Thoughts**

In her text, *Becoming Rhetorical*, Jodie Nicotra defines argument as “using a process of inquiry to develop a response to a rhetorical problem,” but we often overlook problems until we hear others talking about something or when we’re required to communicate with others because we are personally inconvenienced or impacted by the situation.

**The Rhetorical Process Is Recursive (the steps repeat, in varying order)**

This chart lays out a model for composition that emphasizes **THE SOCIAL NATURE OF COMMUNICATION**, reminding us that as members of any community, we have the right, the responsibility, and the obligation to immerse ourselves in the concerns of our communities, responding to those concerns.
To succeed, in this class and beyond it, take an active role. Do not simply “show up” and expect your goals, magically, to be met. While our topics of study for this course are “research” and “argument,” what prompts our study of these topics is the ongoing need to solve problems (some of which have never yet occurred—barring us from learning one single way to “fix” problems); it’s imperative that we focus on learning processes that enable us to meet new problems instead of a single solution, so we can respond to problems with actions appropriate to the specific situation. That process involves gathering information, analyzing it, taking action, and reflecting on the outcome.

If problems occur for you while taking this class, take an active role in solving them. Communicate with your instructor (me, Karen Perkins). Participate in the negotiation required for us together to solve issues that might arise.

**Required text**

This course will utilize a variety of free, online, or open-sourced information and educational resources, as well as a subscription to Packback Deep Dives for use in composing (see above).

**University Policies**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Additional information and resources

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person - mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
Complete Course Calendar Will Be Posted in D2L

Instructor reserves the right to amend deadlines and activities when necessary to respond to the individualized learning and collective needs of the members enrolled with the learning community.

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<tr>
<th>Unit 1</th>
<th>Jump In!</th>
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<tr>
<td></td>
<td>• Purchase <em>Packback</em> ($32 AI app for composing written assignments)</td>
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<td></td>
<td>• Notice rhetorical problems in the news and social media to select a research topic</td>
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<td></td>
<td>• Set up research collections in <em>Wakelet</em></td>
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<td></td>
<td>• Share the topic you selected, your research <em>Wakelet</em> link, and tell why you chose this</td>
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<td></td>
<td>topic to research (process work assignment in D2L)</td>
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<td></td>
<td>• Format an essay in MLA 9th edition</td>
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<td>• Compose an analysis essay of images</td>
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<tr>
<th>Unit 2</th>
<th>Research!</th>
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<td></td>
<td>• Find at least ten sources from scholarly, peer-reviewed experts (use Steen library to find</td>
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<td></td>
<td>digital books and articles) from fields directly related to the “problem” you’re researching</td>
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<td></td>
<td>• Learn to read academic research articles</td>
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<td></td>
<td>• Learn how to write academic citations of sources in MLA9th</td>
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<tr>
<td></td>
<td>• Learn how to write short (100-200 words), descriptive summaries (particularly, of research</td>
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<td></td>
<td>articles)</td>
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<td></td>
<td>• Compose an Annotated Bibliography in MLA 9th edition</td>
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<th>Unit 3</th>
<th>Write!</th>
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<td></td>
<td>• Investigate analytical arguments and the genre of problem analysis</td>
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<td></td>
<td>• Zero-draft a problem analysis statement</td>
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<td></td>
<td>• Consider how authors discuss multiple sources in a single paragraph</td>
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<td></td>
<td>• Investigate other strategies for working with source texts</td>
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<td></td>
<td>• Compose a problem analysis essay in MLA 9th Edition</td>
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<tr>
<th>Unit 4</th>
<th>Write!</th>
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<tr>
<td></td>
<td>• Summarize one expert’s research findings on the problem</td>
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<td></td>
<td>• Respond with your own, personal argument regarding the research findings</td>
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<tr>
<td></td>
<td>• Compose a summary analysis (or reader response) essay in MLA 9th Edition written in your</td>
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<tr>
<td></td>
<td>authentic voice</td>
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<tr>
<th>Final</th>
<th>Reflect! Compose an academic essay of reflection discussing your experiences in researching and</th>
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<tbody>
<tr>
<td></td>
<td>composing this semester.</td>
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