Syllabus for English 1302: Research & Argument

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Office: Liberal Arts North 243
Office Hours: Tues. 9:00 – 2:00

Course Description
Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information.

Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

ENGL 1302 “Research and Argumentation” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. 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 literary analysis, annotated bibliography, a synthesis, and an extended argument of their own. These activities average at a minimum 6-8 hours of work outside class each week to prepare for and participate in this course.

Texts
Materials will be provided in pdf format and links to free web content through the class D2L site.

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.

English 132 Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
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 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 English 1301: Rhetoric and Composition you are also enrolling in a Core Curriculum Course that fulfills the 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), (b) How the required core objectives will be addressed.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>This will be addressed in all essays for this course.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>This will be addressed in all essays in this course.</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>This will be addressed in group exercises and by peer review.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>This will be addressed in the Personal Narrative essay.</td>
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Assignments

I have assigned the following assignment points to indicate their weight upon the final grade for this course so that they result in a total of 100 possible points for the course.

- Participation: 10
- Writing Journal: 20
Over the course of this semester, I will document student participation in class. Participation will depend upon the student’s timely completion of daily assignments and readings, participation in classroom discussions, and attentive engagement in class meetings.

Students participation will be affected by the following offenses:

- Being late to class without a “reasonable” excuse.
- Use of cellphone or other electronic device outside of allowed times.
- Not completing a reading.
- Not bringing a textbook to class when textbook is being used.
- Persistent refusal to participate in classroom discussions.

Guidelines for Written Assignments
The following guidelines must be met in all written work you turn in for this course without exception. Not following all the guidelines in each assignment will result in an automatic failing grade for the assignment. All essays must:

- Be written in essay form;
- Meet the required page length;
- Be typed in Times New Roman, double-spaced 12-point font with 1-inch margins and no extra spaces following paragraphs;
- Have appropriate and complete headings and page numbers;
- Have an original title that informs the reader as to the content of the essay;
- Be submitted online through Dropbox on D2L by the due date;
- Be printed, stapled, and turned at the beginning of class on the due date;
- Properly cite all sources.

Revisions
You can revise either the first or second essay but not both. You will not be able to revise the research/argument essay or annotated bibliography; however, revision is built into the research proposal assignment and works according to rules other than those discussed here. To revise an assignment, the essay must have received a grade of C or lower, and essays which contained evidence of plagiarism cannot be revised. A revised essay may be awarded points to raise its grade by one letter, but only if it meets the following requirements:

- You must meet with me during office hours within one week of receiving your essay grade to request a
revision for the assignment;

- All grammatical errors must be corrected, not only those I have indicated in my feedback;
- You must include a one-page summary of the changes you have made to the essay that includes an explanation of the mistakes in the original and how they were corrected in the revision;
- You must bring a draft of the revised essay to me before turning it in so that I may review it and discuss any further issues with you; I may require you to meet with multiple times during this process;
- Once final approval is received, you may upload the revised essay to D2L.

I will grade revised essays at the end of the semester.

Attendance & Punctuality

Attendance and prompt arrivals are required for this course. You are allowed three absences over the course of semester without penalty. After three absences, I will deduct points from your final grade according to the number of absences you’ve accumulated. Between four and six absences will result in a reduction of 5 points from your final grade while seven to nine absences will result in a reduction of 10 points. If you accumulate more than nine absences, you will fail the course.

If you have a documented excuse for an absence, I may disregard the absence from the total; however, other than absences for University-approved events, it is my discretion whether to “excuse” the absence or not.

Additionally, if you consistently arrive more than five minutes late to class or persistently arrive after the schedule start time for the class, the late arrivals will begin to count as absences for the class. You will be issued a verbal warning or one through email before this occurs.

Late Work

Unless you have a valid, university-approved excuse for an absence or have notified me at least two days prior, you will not be able to make up daily assignments due in class the day of your absence. Additionally, I will not review information with you, individually, unless you have provided a valid excuse and/or notified me beforehand.

If you are unable to turn in a major assignment, such as an essay, on the due date, you must notify at least two days before it is due to receive an extension. It is my discretion whether to allow extensions; otherwise, if you are aware you will be absent the day an assignment is due, you should turn in the assignment earlier. Major assignments will be accepted up to a week following the due date, after which they will receive a zero; however, for each day the assignment is late, it will receive a 10% reduction in points.

Grades

I will award points to each assignment according to its quality and how well it met the requirements of the prompt and/or rubric. From these points, I will calculate letter grades; some assignments will be worth 1 point, others 10
points or 20 points. Final grades for the course will consist of a letter grade calculated according to the total number of points awarded out of the available total of 100. A general description of my grading standards for written assignments follows; however, individual assignments will include more specific requirements:

A: The assignment met all requirements, did not contain systemic grammar or mechanical errors, and went beyond my expectations in terms of quality of style, originality of content, and comprehension of material.

B: The assignment met all requirements, did not contain systemic grammar or mechanical errors, and went beyond my expectations in terms of quality of style, originality of content, or comprehension of material.

C: The assignment met all requirements and did not contain systemic grammar or mechanical errors.

D: The assignment did not meet all requirements or contained systemic grammar or mechanical errors.

F: The assignment did not meet all requirements and contained systemic grammar and mechanical errors. The work, also, may have been incomplete.

Academic Integrity

Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.

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](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/).

**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
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
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)
- johCrisis Text Line: Text HELLO to 741-74
Course Calendar
The following schedule is tentative and subject to change at any time. No due dates for major assignments will be moved to an earlier date. I will attempt to keep changes to a minimum, but circumstances change often. Check the course D2L page often to check for notification of changes to the calendar.

Monday, August 28 – Class introductions and syllabus review.
Wednesday, August 30 – Discussion of reading.
Friday, September 1 – Writing day.

Monday, September 4 – Introduction to synthesis.
Wednesday, September 6 – Discussion of reading.
Friday, September 8 – Writing day.

Monday, September 11 – Discussion of reading.
Wednesday, September 13 – Proposal writing.
Friday, September 15 – Writing day.

Monday, September 18 – Conferences.
Wednesday, September 20 – Conferences.
Friday, September 22 – Conferences.

Monday, September 25 – Synthesis practice.
Wednesday, September 27 – Synthesis group exercise.
Friday, September 29 – Writing day.

Monday, October 2 – Writing day.
Wednesday, October 4 – In-class work on synthesis.
Friday, October 6 – In-class work on synthesis.

Monday, October 9 – Research topics discussion. Synthesis essay due.
Wednesday, October 11 – Research topics discussion.
Friday, October 13 – Writing day.

Monday, October 16 – In-class research.
Wednesday, October 18 – In-class research.
Friday, October 20 – Writing day.
Monday, October 23 – Conferences. Research Proposals due.

Wednesday, October 25 – Conferences.

Friday, October 27 – Conferences.

Monday, October 30 – In-class research exercises.

Wednesday, November 1 – In-class research exercises.

Friday, November 3 – Writing day.

Monday, November 6 – In-class research exercises.

Wednesday, November 8 – In-class research exercises.

Friday, November 10 – Writing day.

Monday, November 13 – In-class writing exercises.

Wednesday, November 15 – In-class writing exercises.

Friday, November 17 – Writing day.

Monday, November 20 – Thanksgiving week. No class.

Wednesday, November 22 – Thanksgiving week. No class.

Friday, November 24 – Thanksgiving week. No class.

Monday, November 27 – In-class writing exercises.

Wednesday, November 29 – In-class writing exercises.

Friday, December 1 – Writing day.

Monday, December 4 – In-class writing exercises.

Wednesday, December 6 – In-class writing exercises.

Friday, December 8 – Conferences.