Background Colors:
Green: Course policies/information
Purple: University policies
Pink: The Texas Higher Ed. Coordinating Board (THECB) policies
Blue: Course Timeline

Instructor: Dr. Sue B. Whatley
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Office Hours Fall 2023

  Tuesday/Thursday: 9:45 a.m.-10:45 a.m.
  Wednesday: 1:00 p.m.-4:00 p.m.
  Other appointments may be requested (face to face or on Zoom) with a minimum 24 hour notice.

Class Schedule: ENGL 1301.029     F476 T/TH 11:00-12:15
                ENGL 1301.014     F378 T/TH  2:00-3:15
                ENGL 1302.007     F376 T/TH  3:30-4:45
                ENGL 3381.002    ONLINE COURSE

Texts:
ISBN: 9780134586502 [This book may be purchased as a digital text or rented for around $40.] If you can buy a print copy, fine, but otherwise buy the access code in the bookstore with the following ISBN:ISBN for digital text 9780134770574
ISBN for Print Rental print rental ISBN which is 9780134759746—and the cost is around $22. Note: This digital book will only be available for 6 months—so if you plan to keep the book, you will want to purchase the digital text above.

The access code is available through the Barnes and Nobel bookstore on campus or directly from Vital Source or Pearson Publishers for $24.99:

Course Description and Credit Hour Justification:
ENGL 1302

Credit(s): 3

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.

ENG 1302 “Research and Argumentation” (3 credits; fully online) meets twice a week 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 three 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 ENG 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.

ENG 1302, Research and Argument, offers 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.” SFASU College Bulletin.

Additional Course Description:

English 1302 is the second half of freshman composition. In English 1301 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 1302 continues to build on those skills. The first part of English 1302 considers the components of critical reading and argumentation; students focus on analyzing and interpreting a set of essays and how they relate to one another. These skills then are applied to researching and documentation, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course requires longer, researched argumentative essays meant to demonstrate the skills students have learned in both English 1301 and 1302.

English 1302 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 1302 student will gather, read, summarize, and synthesize—in general utilize—information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 1301, English 1302 begins to focus on more college-oriented skills. English 1302 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills.

This section of English 1302 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.

Remember, if you took English 1301 and made lower than a C, you should not be enrolled in English 1302. You must re-enroll and pass English 1301 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 1301 and 1302 with a C or better.
**Student Learning Objectives** Upon 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.)

**Attendance**: [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp).

University policy A-10 allows for students to be excused from class for the following reasons: illness, family emergencies, student participation in S.F.A.S.U. sponsored events. It is the responsibility of the student to furnish the instructor with documentation upon return to class. See student handbook for guidelines on appropriate documentation. Documentation for absences should be submitted through the Office of Student Development (468-2703); official confirmation forms will be sent to the professors whose classes the student has missed. The official form must be in student folder for absence to be excused. Students will be allowed to make up work from excused absences only, and the work will be due upon return to class unless otherwise authorized by the instructor. Quizzes and tests must be taken during the regular office hours of the instructor; in-class writings must be done only in the presence of the instructor. Students who have **300 minutes or more of** unexcused absence during a semester will automatically fail the course, and any student missing **450 minutes or more** (excused, unexcused, or a combination of) will automatically receive an “F” for the course. Though extenuating circumstances may be discussed with the professor, if the student is not present when roll is called, he/she will be marked absent. Students may come in late, provided they do so without disrupting class; the professor is under no obligation to retract the absence; at the end of class, student should notify the professor of the tardy in writing—his/her name, date/time of entrance.

Attendance, however, does not constitute automatic passing grades in the course.

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

******We will be collecting materials for core assessment this semester, the goals remain the same. The following is an explanation of the state of Texas’ core curriculum objectives and the assessment process when collection is designated:**
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected by SFA’s core assessment team. You will be submitting your capstone assignment for core assessment through the D2L/Brightspace system.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and submitted this semester, and the date the assignment(s) should be uploaded. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the 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>Every essay written in ENGL 1302 requires the reading and evaluation of advanced materials, and essays 2, 3, and 4 require the synthesis of the materials with students individual and creative response to the arguments they are engaging.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Discussions and Live Chats in the course provide students the opportunity to refine their communication processes, and these activities further find their way into students peer reviews of each other’s papers and the movements from feedback to revision.</td>
</tr>
<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>Discussions, Live Chats, and the Peer Review Process all refine the ability of students to work with each other toward a common goal.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>As students develop arguments based on their intended career fields, they are encouraged to and expected to seriously and ethically engage these topics. In particular, we will discuss the difference in a Sophist argument and a Socratic argument.</td>
</tr>
</tbody>
</table>

Additional Instruction: An additional 150 minutes of extended learning will need to take place in order to satisfy TEA regulations. This work will be accomplished through links entitled “ENRICHMENT” which will likely be posted in the D2L course shell.

COURSE FEATURES:

Attendance—This class meets twice a week for 75 minutes per class. You are expected to attend regularly and participate. Missed work from absences will only be accepted from excused absences [see earlier SFA policy.]

Discussions—We will discuss concepts that grow from our reading assignments, and we will complete various class activities, including discussions. Each student is expected to be prepared and participate in these activities. At times, I may post topics for discussion in D2L; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually. Other times, I will bring up issues in the class in order to clarify or enhance the discussion topic.
Dropbox Assignments and Quizzes: Both of these course tools will allow you to receive an assignment and post that assignment in the proper places. These assignments will always be linked in the Content Tab—Learning Modules.

E-mail—Please e-mail me in the course; I will read the e-mail at least once each weekday, and once on the weekend (probably Sunday nights). Please log on to the course each day and check for e-mails and responses. If I have not responded in 3 days, you should e-mail me at my sfa e-mail: swhatley@sfasu.edu

Office Hours—I will have five scheduled office hours each week. You may also request other face-to-face meetings, Zoom meetings or phone calls in my office (LAN 259) at times mutually convenient, but that request must come at least twenty-four hours before the desired conference time.

Turning on Notifications: Follow the directions below to turn on notifications, so that you will always be signaled if there are e-mails, messages, or due dates coming up:

Setting up Your Notifications

1. Login to Brightspace, then click your Name.
2. Click Notifications.
3. Brightspace provides 2 contact methods: email and phone. ...
4. Select your preferred method of notification (Email or SMS) for each listed action.

Learning Modules

This course was originally designed around 6 online learning units. I have broken that material into modules for each of the semester, and I will include content for each module in the content tab of the D2L course. Each of the four papers covers several weeks, and I will open at one time all modules associated with that paper. While we will cover most of the material in class, I ask that you please read these modules carefully, following any outside links and material and noting the assignments and when they are due. Due dates for dropbox assignments and quizzes will appear in the course calendar. The discussions have clear beginning and ending dates, and I have reinforced the reading requirements and major assignments’ due dates in the course timeline. You should always be able to find the due dates, especially if you note them when you open up each week’s module. Each module is also tied to the assigned reading in the Writing Arguments textbook. Not reading the modules or chapters thoroughly is a sure way to hurt your chances of learning about argumentation principles 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 assignment tabs or the assessment tabs to find out what you need to turn in. Just follow the modules from beginning to end.

I will not open the modules associated with the next paper more than two or three days in advance, however, because I don’t want you to jump ahead. Every student needs the feedback from the final assignments in each module before completing final work in the next module. I have at least seventy-five students for whom I will need to respond and each essay takes thirty minutes to an hour to grade—so I will need at least a week after final papers are due to post grades and comments. You will be able to read and get started with the next module during that time period.

The AARC: Visit the SFA Academic Assistance and Resource Center (AARC)!
The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. For online students, the AARC offers the OWL, an online tutorial service accessible through the mycourses list. This semester, you will need to make appointments at the AARC, as they are not doing open enrollment (walk-in’s). You can make standing appointments or one-time appointments, and you can do Zoom sessions.

**Contact information:**
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information about the services provided, visit us on the web: sfasu.edu/aarc

**Feedback on Drafts and Final papers:** Grading papers is very time consuming! I will be on a tight schedule from the time you submit a paper, whether that is a draft or a final copy. As quickly as I can give feedback, I will, but in the case of your drafts, you will be doing/receiving a peer review, and you also have the opportunity to submit your paper to the tutors at the AARC. You can submit them electronically through the OWL, or face to face if you prefer. Because you submit your draft and final copy within four or five days of each other, the feedback you receive from me and from your peer may not make it to you until one or two days before the final draft is due. This is normal for getting draft feedback, so clearing the time before your final draft will help you be able to use the feedback effectively as you are finalizing your work.

**Grading:** Total points possible for the semester will be approximately 2100 pts.
Student grades will be based on five essays, one final exam, and multiple daily grades.

**THE DIAGNOSTIC ESSAY**—a preliminary essay done the first week of class, daily grade

**THE SUMMARY ANALYSIS**—3-4 pp. minimum, analyzing 2 given articles, 200 points.

**THE Scrapbook and ANNOTATED BIBLIOGRAPHY**—5 annotated sources, 4 pp. minimum, 400 points.

**THE CLASSICAL ARGUMENT/SYNTHESIS ANALYSIS**—Researched argument with 3-5 sources,

4-5 pp. minimum, 400 points.

**THE EXTENDED RESEARCH ARGUMENT**—6-8 pps. 10 sources minimum, 400 pts.
This assignment will also require a multi-modal component.

**THE FINAL EXAM**—cumulative, multiple choice exam given online during exam week which will count 200 points.

**DAILY GRADES**—The final 500 points (approximately) will come from daily participation—drafts of essays, peer review, daily assignments, chats, discussion boards, conferences, and quizzes; there will be numerous daily grades, and these will comprise about 25% of your total grade. It is very important that you do these assignments and turn them in on time, as they are building blocks to successfully accomplishing the major writing assignments associated with the modules.

**PROGRESS REPORTS**—This semester, the university is requesting that all freshmen receive a 4-week progress report, and a midterm/8 week progress report. These reports will help you to see if you need to make adjustments with your work in order to improve your grade.
**Rough Drafts and Peer-Reviews**—These two stages of the writing process are steps in each major essay assignment. The grades assigned them are not major grades, but the activities are essential if you expect to do well on the final drafts of the essays. The peer review addresses one of the four new core curriculum objectives, and it is necessary that you bring a printed copy of your draft [NOT A COPY ON YOUR ELECTRONIC DEVICES] and review at least one classmate’s draft in class on Peer Review Days. You will receive separate feedback from me on your rough drafts, so before you write the final draft of your paper, you will have feedback from an assigned peer reviewer AND your instructor; you will also have reviewed your partner’s paper, so that in each of these activities, you have a chance to deeply understand what you are meant to accomplish in each writing assignment.

**Grade Criteria:**

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Late Work Policy:** As assignments are given a range due date, the final due date is the last day an assignment may be submitted. In the event of a medical or family emergency, the student should contact the instructor as soon as possible and provide legal documentation before work can be made up and the Dropbox can be reopened. Only legitimate excuses specified by SFASU’s attendance/absentee policy will be given make-up clearance.

**Extension Bonus:** You will be allowed one, two-day extension, with no penalty, and if you do not use it, you will receive a 20 point bonus (on your point total) at the end of the semester.

******Late work has been an ongoing problem in the online courses, and I have been flooded with requests for extensions and reopening of the assignment. I don’t want to start the semester out in a negative fashion, so I will remind you here, that your assignment due dates are in the course calendar;
those dates are posted when the module opens and they will always be due at 11:30 p.m. on the date assigned. Please do not wait until 11:25 and expect things to flow smoothly. Set yourself a goal to post your work well ahead of the due time, preferably during working hours, so that you can contact CTL if you experience problems. The dropbox will ONLY be reopened for legitimate, excused absences, and since the class is online and assignments are made in advance, even excused absences don’t necessarily need to prevent your turning in work on time. If you turn in assignments on time, you will find that you have less stress and more time to take on the next assignments.

**Essays/research papers:** All essays/research papers are to be written only by the legitimate participant of the class (see student handbook for policies concerning academic integrity at SFASU). Any student who purposefully plagiarizes a paper will automatically fail that paper and be asked to drop the class. If the infraction occurs after the drop date, the student will automatically fail the class for the semester.

All final essays should be saved as digital files in rtf. or word document formats. All essays should be double-spaced, following MLA format, including heading and pagination requirements. You will need to bring a copy of your printed final draft, AND upload your final draft in the dropbox. I will grade the printed draft, but I will look at the Turn-it-In report in D2L and post a copy of the grading rubric in D2L for record keeping.

Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation.

**Naming Files:** All essays and uploaded work should be saved and the file titled in the following manner:

```
LastnameFirstinitialFall2021EssayI{rd—rough draft  fd—final draft)
```

ex: BrownR{Fall2021EssayIrd

KaddleT{Fall2021EssayI{fd

**Drafting and Rewriting Papers:** All papers will go through a process of drafting. After this process takes place, you will be asked to submit a final draft of your essay. In the event of failure, students will be allowed to rewrite THE SUMMARY ANALYSIS and/or THE ANNOTATED BIBLIOGRAPHY only, and the grade may change in the gradebook (if the paper has improved.) The procedure for rewriting a paper is included at the end of the syllabus. As we move more toward the end of the semester, time crunch and increasing responsibility will prohibit the rewriting of essays, so the grade on the final draft submitted will remain. No student will be allowed special permission to rewrite a paper for a better grade after the first two papers of the semester.

**Extra Credit:** The professor reserves the right to offer extra credit during the semester, though she does not guarantee the offering of it. Two extra credit opportunities will always be offered: the “no-extension” bonus and the course evaluation bonus, both of which will count 20 pts. each. Any extra credit opportunity will be offered to every student in the class, and there will be no further offer of extra credit to individuals. No student will receive more than fifty points of extra credit during the semester.

**AARC:** The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. Students are encouraged to seek help from well-trained student assistants throughout the semester. For online students, the AARC offers the OWL, an online tutorial service accessible through the mycourses list.

**Grammar, Composition, and Literary Links:**

The Purdue Owl: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
Procedure for Rewriting an Essay: Online Student Version
(Essay 1 or 2 Only)

1) Your paper will be returned with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to chat with me (virtually or face to face) or talk on the phone after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit it to the assignment entitled Paper I—Rewrites, Paper II—rewrites, etc.

5) Rewrites must be submitted within one week of the returned original paper.

6) The grade for the rewritten essay will be averaged with the grade you received on the original.
Essays: All papers and exams are to be the exclusive work of the legitimate participant of the class (see student handbook under academic integrity at SFASU). All final drafts of essays are to be typed (word-processed), double-spaced, following MLA 2016 (or later) style. Students can check their requirements for MLA on the Purdue Owl website, the section concerned with MLA (not APA or Chicago Style) https://owl.purdue.edu/

Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation. Papers will consist of literary analysis, quotes and paraphrased passages from literary texts, and from secondary analytical sources about those works. All essays will be submitted in the dropbox which simultaneously submits to the turn it in system and checks for academic authenticity.

CHAT GPT and AI (Large Language Model): With the emergence of AI technologies comes the question of legitimacy and personal integrity. While these technologies seem to offer solutions to the difficulties and tediousness associated with any kind of writing, there are problems with their application, especially concerning the knowledge and experience needed to actually recognize and produce appropriate writing. There are several matters which I would like for us to consider as a class/writing cohort.

A) In order to develop the skills needed for success during their educational experience and beyond, all writers should push through the activities of the writing process.
B) Any use of AI assistance in writing is “sourced” material and, thus, must be documented in the same manner as any source; for MLA documentation, that means parenthetical documentation and works cited entry for every use.
C) Writing itself is an act of learning; if we avoid doing the process ourselves, we deprive ourselves of that learning.
D) There are legitimate uses of AI, and we will probably explore some this semester. But we need to recognize the difference between legitimate use and illegitimate use. For our class, any legitimate use will be announced and approved by the instructor. Unless expressly stated, assignments in this course should be composed by the registered student.

Rewritten Essays: Students will have the opportunity to rewrite essay 1 and 2 if their grade is below “70”. Please refer to the rewrite policy attached to this syllabus.

AARC: As there is a wide range of experience and preparation among composition students, some skills (particularly research skills and documentation methods) must be "perfected" by students on an individual basis. The AARC tutors are particularly adept at helping students with these basic writing and research questions, and though the professor is available during office hours, efforts should be made to seek answers to basic skills questions through the AARC. The AARC offers online tutorial help through the OWL (online writing lab) and this semester, they will also offer video chat tutoring, through the D2L tool called ZOOM.

University Policies

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or
Disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**The Code of Student Conduct and Academic Integrity (4.1)** 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.

**Discrimination/Harassment Policy:** It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to conference with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

**Withheld Grades Policy (A-54):** 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/.

Title IX Policy Concerning Discrimination and Sexual Harassment:
Stephen F. Austin State University (university) is committed to maintaining a learning and working environment that is free from sex and gender-based discrimination. Sexual harassment, sexual violence, relationship violence, and stalking are forms of sex and gender-based discrimination and will not be tolerated. The university will take prompt disciplinary action against any individuals or organizations, within its control, who violate this policy. An employee who violates this policy is subject to disciplinary action up to and including termination. A student who violates this policy is subject to disciplinary action up to and including expulsion.

In addition, if you speak with your instructor about an incident addressed in this policy, your instructor is obligated to report that incident to the Title IX office; however, if you are the victim of an incident, in most cases, you will have control over any legal action that takes place regarding the perpetrator.

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
936.468.7249
dos@sfasu.edu
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

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 741-741

Grammar and Composition Links

GrammarNow!  http://www.grammarnow.com/


Purdue Owl  https://owl.purdue.edu/

Grammar, Composition, and Literary Links:
The Purdue Owl: https://owl.english.purdue.edu/owl/

Grammarly  https://www.grammarly.com/grammar-check
EF Learning English Grammar  https://www.ef.com/wwen/english-resources/
ENGL 1302  
Fall 2023  
Assignments Timeline

New Content Modules are highlighted in purple.  
Major Assignments are highlighted in red.

*Assignments as well as dates are subject to change at the discretion of the instructor

Week 1: Aug. 28 — Sept. 3 [Sept 1–5th class day]  
Getting Started Module and Introduction to the Course  
Working on the diagnostic essay

Week 2: Sept. 4 — Sept. 10  
**Sept. 4 Diagnostic Essay Due**  
Content Module I — Introduction to Argument  
Read Chapters 1 and 2 in *Writing Arguments*:* 
(*all reading assignments in syllabus refer to this text.*)  
Read Chapter 7 in *Writing Arguments*  
Read Chapter 8 in *Writing Arguments*

Week 3: Sept. 11 — Sept. 17 [Sept. 12 last day to drop—12th class day]  
Drafting and Peer Reviews of Summary Analysis

Week 4: Sept. 18-24  
**Sept. 18th Paper I: Summary Analysis due**  
Content Module II — Doing Research and Documentation  
Read Chapters 16, 17 and 18  
Getting Started with Research, Research Actions, and Types of Searches

Week 5: Sept. 25—Oct. 1  
Gather Ye Sources While Ye May  
Library Modules

Week 6: Oct. 2—Oct. 8  
Preliminary Bibliography
Final Annotated Bibliography

Week 7: Oct. 9—Oct. 15

Oct. 12th Paper 2: Annotated Bibliography due
- Content Module III: Principles of Argument
- Core of the Argument
- Logical Structure of the Argument
- Read Chapters 3-4

Week 8: Oct. 16—Oct. 22 Midsemester
- Content Module IV—Synthesizing the Argument
- Read Chapters 5-6 and Appendix I—Informal Fallacies
- Fallacies
- Content Module V—Analyzing Arguments Rhetorically

Week 9: Oct. 23--29

- Drafting the Synthesis Analysis
- Rough Draft of Synthesis Analysis Due
- Post Draft of Synthesis Analysis
- Peer Review of Synthesis Analysis

Week 10: Oct. 30—Nov. 5

- Nov. 4--Paper 3 due: Synthesis Analysis due
- Choose a new topic
- Welcome to the Claim Forms
- Read Chapter 9 and 10 Visual Arguments and Collaborative Rhetoric
- Read Chapter 11—Introduction to Types of Claim

Week 11: Nov. 6—Nov. 12

- Do Module VI: Arguments in Depth--Types of Claims
- Read Chapters 12-15

Week 12: Nov.13--19

- Final Countdown
- Five Questions about Audience
- Topic, Plan and Working Bibliography
- Claim form Quiz
- Reread Chapter that corresponds with your claim form
- Research and Draft paper 4

Week 13: Nov. 20—Nov. 26

- [Thanksgiving Holiday]

Week 14: Nov. 27—Dec. 3

- Rough Draft Claim Form/Ext Arg. due
Peer Review
Proofread and Finish Paper

Week 15: Dec. 4--10 [Dead Week; Last Day to Withdraw from University]
  Dec. 6, Paper 4 due — The Researched Argument
  Review for Final Exam

Week 16: Dec. 11-Dec. 15 — (Finals Week)
  Final Exam: Tuesday, Dec. 7th 8:00-10:00