Syllabus

The Basics

ENG 1302.003
Research and Argument
Summer II 2023
ONLINE
Dr. Henty, hentym@sfasu.edu
Office Hours: Mon. 12-1 PM and Thur. 1-2 PM (ZOOM) & by appointment

Course Description

In this course, you will explore a specific problem or issue through the research process, eventually creating an argument about the problem. The class is as much about argument, research, and critical thinking as it is about writing, and those are skills that you can transfer and utilize in other classes and outside of the classroom environment. I encourage you to think of the class in this way: as a way to gain valuable skills that you can use in various aspects of your life (as opposed to a hoop you must jump through to get a grade).

You will engage in the research process, including composing research questions, narrowing a topic, and evaluating and summarizing sources. You will also explore the most effective ways to convey that research to others in the form of writing and digital/multimodal compositions.

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.

Credit Hour Justification

This course spans 5 weeks in summer semesters. Students will read and study the principles of argumentation, practice analysis of published arguments, and then apply these principles to their own individual arguments which grow out of their 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.

You will learn to:

- Demonstrate knowledge of individual and collaborative writing and research processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Students entering 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
Students will understand that there are various methods of source documentation. Students will practice and (to some extent) master the writing process.

These activities require students to engage the online modules for a minimum of 9 hours per summer week (45 hours total for the course). In addition to the "lecture" materials, students have required academic components and deliverables: discussions, written assignments, etc. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments. **For summer, this is a total of 27 hours per week (9 hours instruction and 18 hours homework).**

### Core Curriculum Objectives

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 below requirements. 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. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

<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>Active reading assignments</td>
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<td></td>
<td>Writing assignments that teach process, analysis, reflection, and working with sources</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>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts</td>
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<td>Small-group discussion activities</td>
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<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>Small-group work</td>
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<td>Peer Review</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Activities that teach the ethics of rhetoric and research</td>
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OER Textbook Materials

As you may have noticed, there is no required textbook for this class. We will be using OER (Open Education Resources), along with a few PDFs that I have scanned from specific textbooks. In many ways, this is great—mainly cost.

You will need reliable internet access in order to access the OER materials online. Most will also have options for you to download a PDF to access offline.

As you work through the modules, you will see that I have embedded or linked to the required readings. Here is a list of (and links to) the main OER that we will be using:

- Writing Spaces (there are three different volumes with different readings)
- The Process of Research Writing
- English Composition II: Rhetorical Methods-Based from Lumen Learning
- Style for Students: A Writing Guide from Lumen Learning
- Writer's Handbook

Attendance

As this course meets online in the BRIGHTSPACE system, attendance will be constituted by participation in the activities of the course. Those activities include chats, discussion boards, e-mail, quizzes, essays, and other written assignments. For each required assignment which is not submitted, students will be counted absent. After seven un-submitted assignments, the student may be considered failing, regardless of grade average. Assignment submission (or lack) will also be for registrar attendance rosters.

Submitting Work and Late Work

All assignments are due either in the dropbox or discussion board at 11:59 p.m. Sunday or Thursday. If you have issues with a dropbox or assignment, you may email the assignment prior to the time it is due; however, this should only be done if D2L is not working properly. Send a screenshot of the problem along with anything due.

Students are allowed one free 24 hour extension; you must email me PRIOR to the due date to notify me (only good for ONE assignment). Outside of this extension, I will not accept any late work. Any grade is better than a 0, so you should always submit something. Note: While the extension may be applied to rough drafts, keep in mind that the final due date will not change.

Technology & D2L Brightspace

Please check your D2L Brightspace and SFA email regularly.

This is an online class. You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other instructional materials, and grades will all be posted in BRIGHTSPACE. All homework will be posted in BRIGHTSPACE.
Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work. You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.

Academic Dishonesty Policy

The university policy can be found near the end of the syllabus. For my class, intentional plagiarism will result in a 0 for the plagiarized assignment and a report to your academic unit. If you feel you need to plagiarize (because you are struggling, don't have time, etc.), please email me before plagiarizing/cheating.

Generative AI/Chat GPT Policy

Generative AI refers to technology that can generate text or content based on given prompts or inputs. It is important to note that this is a new tool that we are all still learning to effectively utilize. This is a summary of the policy, but the full document is in D2L.

Students may choose to engage with generative AI, such as Chat GPT, as part of their writing process in this composition class. While utilizing it for brainstorming, revision, and conceptual understanding, it is crucial to emphasize that the final written work must be their own original creation. Generating entire essays or relying solely on Chat GPT is strictly prohibited. All chat logs must be saved and submitted as evidence of their engagement.

As the instructor, I may use Chat GPT to create assignments, handouts, and other instructional materials. In such cases, I will provide a disclaimer stating that the content was written with the assistance of Chat GPT and include the chat logs as evidence. This transparency ensures that students are aware of the AI's involvement in the instructional materials while maintaining the integrity of the learning process.

This policy was written with the help of Chat GPT.

Office Hours

During my office hours, I am available to answer questions and work with students. I will conduct office hours via Zoom, but if you need to meet some other way, please contact me, and let me know. During this time, you may simply pop into the Zoom room for help—no appointment needed. If my office hours do not work for you, simply email me to set up an appointment. This is your time to get one-on-one help or clarification on any assignment. Anytime that you would like additional guidance or feedback on an assignment or reading, I encourage you to come to office hours. Don’t hesitate to reach out and make an appointment outside of these times, too!

Zoom Meeting for Office Hours:  
https://sfasu.zoom.us/j/97942682437?pwd=N0hleExXWk1JZlIV6L1dCS0o2dmhOUT09

Meeting ID: 979 4268 2437
Passcode: 712462
**COURSE ACTIVITIES AND ASSIGNMENTS**

**Weekly Assignments and Learning Modules**

Under the course content, you will see the course divided into weeks. Each module is designed to help you learn about writing, argumentation, analysis, and research, with skills building upon one another throughout the course.

Please read these weekly content modules carefully and follow any outside links and material. Not reading the content modules and connected assigned reading 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 in these modules, along with the information needed to complete the assignment.

I will not open the whole course at one time, because I don’t want you to jump ahead. Every student needs the feedback from the final assignments in each unit before completing final work in the next one.

**Process Work**

All work will be assessed in a portfolio format (see below for descriptions), which means that you are being graded not only on the final draft or product, but also on your effort and growth throughout the writing/research process. Your rough drafts, peer review, revisions, etc. will all factor into your portfolio grade.

Process work consists of the smaller steps in the process of writing your major compositions, including rough drafts and peer review. Process work is where much of the learning takes place, which is why you will be graded based on portfolios and not simply final drafts. **ALWAYS make sure you are reading my feedback in D2L, including clicking to see the inline feedback.**

Drafting and revising is a major component to this class, primarily because research shows that revision is integral to learning how to write well. Learning how to heavily revise drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress and instructor feedback (we will not have peer-review due to scheduling difficulties with an online summer course). Heavy revision goes deeper than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best writing and that revision may require significant rewrites. Students who commit themselves to the hard work of heavy revision inevitably produce better essays and become stronger writers.

**Author’s Note**

For each major essay, you will complete at least one rough draft. Each draft (rough and final) should include an **author’s note** (just a short paragraph above or below the title). The author’s note is a reflection on your writing process and learning throughout the process; it should include:

1) The state and history of your draft (first draft, third, etc. and what revision you have already completed)
2) What you were trying to accomplish in this draft
3) What you think is going well
4) What you are having trouble with or would like advice on

**Peer Review**

You will be placed into random small groups (about 3-4 people) to complete peer review. By working with the same group of students, I hope that you will develop a rapport and level of comfort that will facilitate
the peer review process and your learning. If at any point, you are not comfortable working with the people in your group, please reach out to me and let me know. You are not required to meet with your group as all peer review can be completed online asynchronously through the discussion tool; however, you are welcome to actually meet or set up a shared email thread, etc. if you wish.

**Weekly Zoom Meeting**

While I will have regular office hours each week (and the ability to meet with you by appointment if those times do not work), I would also like to offer an optional weekly Zoom meeting to touch base and answer questions about the class. While the meetings will be completely optional, they are encouraged. This will be an opportunity for you, me, and other classmates to all chat live about any potential questions or confusion. While not attending will not hurt your grade, attendance and participation can help your portfolio or final grade. This weekly meeting will take place during my Thursday office hours from 1-2 PM.

**One-On-One Conferences**

While you are always welcome to come to office hours for additional help, each student will be required to participate in a one-on-one conference with the instructor. This conference will happen during weeks 2-3, but the exact date will be up to the student and when they believe they will benefit most from the conference. A link will be provided in D2L for students to sign up for specific time slots, and conferences will be conducted via Zoom unless the student requests and alternative format. Not attending the conference has the potential to harm your portfolio 1 or portfolio 2 grade, as well as your final grade.

**Portfolio 1: Research Scrapbook, 35 points**

The first portfolio will demonstrate your engagement with the research you have done on your chosen problem/issue. It will include your initial brainstorming, research question(s), sources, and summaries and evaluations of those sources, as well as a reflection on the research process.

**Portfolio 2: Problem-Analysis Essay, 30 points**

After gathering your research, you will work on a formal essay designed to establish and analyze your problem based on the sources you have gathered. In this essay, you will use the research you have gathered to make an argument about what the problem is, who it affects, and why it is important.

**Portfolio 3: Digital or Multimodal Argument, 25 points**

Finally, having conducted your research and analyzed the problem, you will create a digital or multimodal argument targeting a specific audience who is affected by or has thepower to intervene in your problem. Your final composition will also be accompanied by a rhetorical explanation paper in which you explain the rhetorical choices you made based on the audience and purpose.

**Final Portfolio, 10 points**

For the Final Portfolio, you will compile all of your author’s notes from the entire semester in chronological order, choose 2 pieces of writing from the semester you wish to feature, and write a final reflection on your writing and learning throughout the course. While you may choose pieces of writing you are most proud of, you may also choose to showcase pieces because they show growth or for some other reason. It is recommended that you reference the pieces you have chosen in your final reflection.
**UNIVERSITY POLICIES AND RESOURCES**

**Disability Policy**

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/](http://www.sfasu.edu/disabilityservices/).

**Academic Dishonesty/Plagiarism**

Academic dishonesty includes both cheating and plagiarism.

Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

For more information, please see: [Student Academic Dishonesty](http://www.sfasu.edu/disabilityservices/) and [Student Grade Appeals](http://www.sfasu.edu/disabilityservices/).

**Mental Health**

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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://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
Office of Student Rights and Responsibilities

Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Student Rights & Responsibilities in advance of the anticipated absence to request an absence notification be sent to their instructors. These notifications are not excuses and are provided as a courtesy to the student and the student's instructor(s) and are not an evaluation of the information received by this office. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: https://www.sfasu.edu/osrr

AARC Tutoring

Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936-468-4108, Email: aarc@sfasu.edu, Website: sfasu.edu/aarc

COVID-19 Resources and Information

SFA is committed to making the semester as normal and safe as possible. You can find out more information about COVID-19 testing, statistics, and protocols @ https://www.sfasu.edu/covid19.