English 1302.010: Argument and Research
“Becoming Rhetorical in a Multimedia World”
Spring 2024

Instructor: Ms. Rhanda McGee
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Contact: E-mail: mcgeer@sfasu.edu or through D2L
Phone: 468-2187 (only during posted office hours)

Office Hours: MWF- 12:00 – 2:00
(through Zoom, Email, Phone, or F2F)

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(S): ENGL 1301

ENGL 1302 - Face-to-face

“Research and Argumentation” (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 what is required in ENG 1301. Final exams typically include presentations of student writing and research. These activities average six hours of work outside of classroom hours.
Written argument and rhetoric will be the central focus of this course. Rhetorical knowledge is the basis for critical thinking and reading, dynamic composing processes, and simplistic understandings of writing conventions, as they all become more effective and poignant when considered from a rhetorical point of view. Students will become proficient in learning and using the rhetorical tools necessary to become more powerful communicators, who are attuned to the energy and spark of rhetoric and be able to direct it skillfully. As such, students will be encouraged to produce a range of work across genres, media, and modalities:

**Unit One:** Students will engage in a stimulating debate that showcases their critical thinking and communication skills. The debate allows students to demonstrate critical thinking and communication skills while engaging with important topics and presenting well-researched arguments. It also serves as valuable preparation for college academic writing by fostering skills such as research, organization, and evidence-based argumentation, which are highly valued in higher education. Crafting well-reasoned and coherent arguments is essential for success in college-level academic writing.

**Unit Two:** Students will write a personal, reflective essay that critically analyzes and reveals one's rhetorical self.

**Unit Three:** Students will engage in a group analysis of a chosen article/interview from their selected magazine. They will consider the context in which the document was published, including the time period and relevant events. Students will annotate the article, identifying examples of the three rhetorical appeals: pathos (intended audience), logos (message), and ethos (writer/author). They will submit their annotations, the article, and a 1-2 page typed analysis. Additionally, students will create a collage representing the magazine’s rhetorical situation using text, pages, pictures, and colors from their magazines, and present it along with their analysis.
Unit Four: Students will explore and research a contemporary social issue in order to complete an Extended Problem Statement.

Unit Five: The Extended Problem Statement will serve as a guiding framework as students develop and extend their initial problem statements through further in-depth research in order to compose a well-developed research paper that incorporates multiple sources.

Final Exam: Students will design a Public Awareness Poster for the issue they've chosen for their research paper.

Prerequisite:
Students must earn a grade of C or higher in English 1301 to be admitted to English 1302. Must earn a C or higher to be admitted to any English 200 level course.

CORE CURRICULUM OBJECTIVES TABLE

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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</thead>
<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 Writing process(es) activities</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>Composing for different purposes, audiences, and contexts Small-group discussion</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>Writing groups Small-group work</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Building ownership and agency with writing Ethics of research</td>
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Student Learning Outcomes for ENG 132:

ENG 1302 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
2. Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
3. Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one's own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
4. Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
5. Demonstrate knowledge of organizational and linguistic structures—including grammar, punctuation, and spelling—through the practice in composing and revising (Communication);
6. Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).
Required Texts and Materials:

*Becoming Rhetorical: Analyzing and Composing in a Multimedia World. ISBN: 9781305595677*


COURSE POLICIES

Communication:

The two overarching principles for the course are that adults make arrangements and that poor preparation on your part does not constitute an emergency on my part. These two principles are reflected in all the following policies:

1. You are required to have reliable access to the Internet and D2L. If you experience any problems with D2L, you need to go to http://www.sfasu.edu/sfaonline/ and look for the link to D2L Support and Tutorials on the left-hand side. Or you can email d2l@sfasu.edu. You can also get assistance with any university technology by calling 468-1919.

2. The best way to get in touch with me is email; You may use the email system in D2L or mcgeer@sfasu.edu to contact me. When you email me, remember to be clear, concise, and specific with your questions so that I can best answer you. During the week, I will do my best to answer your email within 24 hours. If you do not receive an answer in 24 hours during the week, please re-send the email.
3. You are responsible for checking D2L every course day. D2L is the only way I have of contacting you or making important course announcements.

4. Any work you turn in throughout the course must follow all posted and/or discussed guidelines for the assignment, which will be reviewed in class and posted on D2L.

5. I require **regular** attendance from my students. To perform well in this course, you need to be here! You are expected to come to class fully prepared having done the assigned work and being ready to respond to the required readings.
   - I will allow 4 excused and/or unexcused F2F absences (basically freebies)
   - **Every absence after your fifth will result in your final letter grade being dropped by 10 points.**
     - For instance, if you end the semester with a letter grade of 78, but have accrued 6 absences (excused and/or unexcused), your final letter grade will be dropped to a 68.
   - The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (hospitalization). All excused absences must have proper documentation (i.e. a doctor's excuse, documentation from coach on SFA letterhead, etc.).
   - Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an **excused** absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
     - In class and online assignments and activities cannot be made up unless you have a documented, excused absence.

6. You are expected to keep track of your own grades, which will be posted on D2L. If you have a question about a grade on a particular assignment, please first read my comments on the assignment before contacting me with specific questions.
7. You must submit your work before the posted deadlines. All deadlines listed are in CST and follow the D2L clock. The D2L clock may not be the same as your personal clock, so you need to take that into account when completing and submitting work. Furthermore, computers can be slow in the uploading process; you should begin uploading work that is due at least an hour before the posted deadline.

8. All uploaded assignments (i.e., assignments that require a document submission) must be submitted as Microsoft Word documents (the file extension needs to be .doc or .docx). Only Microsoft Word documents will be graded.

9. All work for this course must be your own work and must be unique to this course; you may not reuse or recycle any past work you've done for any course. Reusing your old work is a form of plagiarism, called auto-plagiarism, and will be treated as any other case of plagiarism.

10. As in any relationship, the student/professor relationship is strengthened by strong communication. If I send something out, pay attention to it. If you have a question/concern/emergency, communicate that to me immediately via D2L email.

11. Office hours will be conducted through Zoom, office phone, email, or F2F during my posted office hours. Please schedule a specific time in advance on the days office hours are held if you want to have a personal chat. I am available to chat outside those hours but you will need to schedule a time with me in advance.
Course Assignments:
Throughout the course, you will complete three formal essays worth varying amounts of points and with different guidelines. I will provide you with the guidelines for each essay; these requirements are non-negotiable. All essays must be typed, MLA formatted, and include all required components for them to be graded. You will have a rubric for each essay to understand what you are being graded on.

- Assignments, essays, and any other work that is given a due date should be turned in on time. If there is an emergency or situation that will prevent you from turning your work in on time, you need to contact me. I will decide if there should be an extension, though if accepted late, there will be a grade penalty.
- Failing to meet the minimum page count for any draft may result in a ZERO for that assignment. If the assignment is 3-4 pages long, the paper must be at least 3 full pages, formatted correctly.
- Unless you and I have come to an agreement, assume the following: I do not accept late work. I do not accept emailed work. I expect the work I have asked you to do to be done when I have asked for it to be done, and turned in at the time I ask you to turn it in. Straying from these assumptions will result in negative consequences.

- Essay Requirements:
  - ALL essays must:
    - Meet the guidelines given on the prompt.
    - Meet minimum page length
    - Be in essay format
    - Be typed, double-spaced in MLA format using 12 pt. Times New Roman
    - Have appropriate headings and 1” margins
    - Have an original title. DO NOT use the title of another work as your title
    - If the assignment requires quotes or sources, use appropriate attribution.
    - Be submitted electronically through the D2L dropbox.

- I will fail papers for the following:
- Does not meet page length. If the assignment requires a minimum of 3 pages, the paper needs to be three full pages with correct formatting.
- Does not follow proper format or does not follow prompt guidelines.
- Has an abundance of spelling/grammar errors
- Is plagiarized
- Is not submitted online through D2L. Emailing me your paper does not constitute an online submission.

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This course will be graded on a point scale. There will be a total of 1000 points possible. The assignments and grades for this course will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Debates</td>
<td>100</td>
</tr>
<tr>
<td>Essay 1: Uncovering Rhetorical Self (2-3 pages)</td>
<td>150</td>
</tr>
<tr>
<td>EPL Magazine Project and Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Extended Problem Statement (3-4 pages)</td>
<td>150</td>
</tr>
<tr>
<td>Argument Research Paper (8-10 pages)</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam: Public Campaign Awareness Poster</td>
<td>100</td>
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<tr>
<td>Peer Review Writers' Workshops</td>
<td>75 points (25 points per peer review)</td>
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<tr>
<td>Homework/Class Participation- Discussion Posts (25)</td>
<td>125 points (5 points per discussion)</td>
</tr>
</tbody>
</table>
Final Grade
1000-900   A
899-800    B
799-700    C
699-600    D
599-0      F

I define letter grades as follows: A- 900-1000: Earning an A indicates that you mastered all the necessary concepts for the course. B- 800-899: Earning a B indicates that you did well with all the necessary concepts and mastered some of them. C- 700-799: Earning a C indicates that you did well with some of the concepts and not as well with other concepts. In other words, a C is the average grade. D- 600-699: Earning a D indicates that you did not do well with a majority of the concepts. F- 0-599: Earning an F indicates that you did not do the required work or meet the minimum requirements.

- Final grades are final. **I do not offer extra credit, and I do not bump up grades at the end of a course.** Grades do not reflect my personal feelings about students, so I do not change grades just because I like a student or feel badly about a student’s situation. Instead, grades solely reflect students’ mastery of the concepts introduced in class. Mastery and hard work do not necessarily mean the same thing; I appreciate and expect hard work, but you should not attempt to get a higher grade by outlining all the struggles you’ve had during the course and how you’ve overcome them.

**Revisions**
If you fail a paper, do not lose hope, or think it is personal. You are here to learn, and often we learn best through our failures. Any comments I make are meant to help you. You will be allowed to revise one paper – unless you didn’t turn one in – and as a requirement for a revision, you must meet with me or contact me through email to discuss your paper.
You will be allowed **one** revision this semester from either the **first** or **second** paper. Revisions offer you a chance to recover from a possibly grade damaging paper. **Revisions will only be allowed for papers that receive a C or below.** For your revision to count it must do several things:

- Make corrections beyond just those marked on the original paper. What this means is you sat down, read my comments, looked at what was marked, reread your paper, and understood what the errors were and how to fix them. Any paper that just “fixes” the areas I marked will not be given full credit for a rewrite.
- Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors. Any revisions that still contain these types of errors will not improve your grade, but will burn your revision opportunity. Make the revision worth your time and mine.
- **You will need to email me within 24 hours of receiving the original graded paper to inform me of your plans to revise, as well as confer with me on ways to improve your paper. This is not optional. Any student who does not email and confer with me, yet submits a revision, will not be graded.**
- The revision must be submitted online through D2L. There will be a separate dropbox for revisions. Again, if it is not turned in online by the time the revision is due, I will not accept it.

**Academic Integrity**

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 3 Updated August 2023 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.

**AI and ChatGPT**

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they **cannot** be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:
• Submitting all or any part of an assignment statement to an online learning support platform;
• Incorporating any part of an AI generated response in an assignment;
• Using AI to summarize or contextualize source materials;
• Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

Discussions and Participation:
An important part of the education process is learning to discuss material with your peers. I don’t believe in a “right” answer, and more often than not, you will see something in a manner I have not considered before. It is important that you share your ideas with the class. If you are a quiet student, that is fine, but how do you know your ideas or questions are not similar to another student’s in the class who is afraid to ask? If you don’t understand something or are unsure of something, ask. Participation will be graded through your D2L Discussion board assignment posts.

• Criteria on which I grade participation:
  • Ability to discuss material covered in class and readings
• Ability to ask intelligent, thoughtful questions. If you don’t understand something, by all means ask. You probably are not the only one who doesn’t understand.

• Reading the material. If you haven’t read, your quiz and/or writing assignments will reflect it, and your participation grade will go down.

• Showing respect for your classmates, yourself, and me. Do not engage in side conversations. Listen actively. You don’t have to agree or even like what we read or are discussing, but you will need to act as an adult and treat your peers well.

• **Criteria on which I grade D2L Discussions:**
  o You are required to participate in weekly discussions on D2L. The Discussion area is our “classroom” where we talk about the chapter readings and assignments. In your discussions, you are required to articulate detailed responses. Each discussion will include multiple questions and will contain other instructions, such as requirements for including quotes, meeting a particular length of paragraphs, and sometimes including visual images.

  o The writing style for the discussions is less formal, more conversational, than an essay, but discussion posts should be written in complete sentences without spelling errors. Strive for clarity, detail, and insightfulness. Note that you can edit a discussion post even after you have posted it.

  o For each discussion, you will start your own thread in which you compose and post a response directly to the discussion topic. If the discussion topic contains multiple questions, you should number your answers within your post. In addition to your own post, you are often required to write at least one reply to a post from one of your peers. Both your threads and your replies should demonstrate that you have read the text closely and thoughtfully.
Course Citizenship:

- **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.

Withheld Grades Policy (A-54):


At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future
terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**INCLUSIVE LEARNING:**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, Please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Office of Disability Services (ODS) to determine how you could improve your learning as well. **If you need official accommodations, you have a right to have these met.** ODS is available at Human Services Building, Room 325, 468-3004/468-1004 (TDD) or http://www.sfasu.edu/disabilityservices/.

Once verified, ODS will notify your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through ODS.

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5 Daily Reminders

1. I am amazing.
2. I can do anything.
3. Positivity is a choice.
4. I celebrate my individuality.
5. I am prepared to succeed.