Instructor: Mr. Dylan Parkhurst
Office: LAN
210 Office Hours: MWF: 9-10; TR: 11-12
2365
Email: deparkhurst@sfasu.edu
You do not need an appointment to see me during my office hours. If, however, those times do not work with your class schedule, please contact me to make an appointment.

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

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.

ENGL 1302 STUDENT LEARNING OUTCOMES
At the completion of this course, students will be able to:

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi- step, persuasive essay (Critical Thinking);
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
- 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);
- 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);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- 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).
**Core Curriculum Objectives**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core 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 Writing process(es) activities</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Composing for different purposes, audiences, and contexts Small-group discussion; final research project</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; peer-review; small group work</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>Building ownership and agency with writing Ethics of research</td>
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**Required Texts and Materials**

- A notebook, folder, and writing utensil
- Access to digital versions of your drafts – save to your SFA OneDrive
- Any handouts given during the semester

**What We Will Do**

Throughout this course we will focus on developing a unique, individual research project. We will begin the course looking at sample arguments from the required text, with special attention to the rhetorical triangle, the three appeals, the claims, and evidence the authors provide. We will use the skills we develop during this portion of the class to develop our own topics. Each student will produce a short idea proposal, an annotated bibliography, and the final research project.
COURSE ATTENDANCE

Attendance is essential for success in a composition course. By not attending class, you miss out on discussion of the material that may bring further understanding of the texts we read, which can help you gain a better appreciation and understanding of writing. Typically, instructors measure attendance by a student being present on any given day, but I also measure using other factors, including coming with the required materials on a daily basis, being prepared for discussion, and being an active participant in the class (I will clarify this statement later in the syllabus). I allow each student six absences without penalty; however, once a student accrues seven absences (more than two weeks of course work), they will receive a letter grade reduction on their final grade. At eight, there is another reduction, and at nine, they will fail the course.

If you are consistently late to class, and we have not discussed an accommodation, and depending on the severity, you can receive either half an absence or a full one. Be considerate to your classmates by showing up on time and not disrupting the class.

Being absent is not an excuse for missed information or assignments. Get with a classmate – or better yet, email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction.

The best advice I can give students is to communicate with your professors. We can’t read minds, and if something occurs that makes you unable to attend the course, the quicker you inform me of the issue, the more I can do to help.

COURSE POLICIES

- Adults make arrangements. All major assignments are due on the date listed on the prompt or as stated in class. Late essays will accrue a letter-grade deduction per day.
- All assignments must be typed in MLA format. I will not accept hand-written work. Assignments that do not follow MLA format will not be graded.
- All major papers must be submitted on D2L via the appropriate dropbox as a Word or PDF file. Essays that are not in the proper file format will be considered late and receive a letter grade deduction per day. Do not share your paper with me through Google Docs. Do not email me your paper. If you do not submit your paper in the proper file format, I will not grade your paper until it is the correct document type.
- I expect students to actively participate and to come prepared.
- SFA email is an official form of communication, and I highly recommend you check your school email at least once a day. Often many of the issues confronting students can be resolved through communication. I am happy to help all my students; however, if you wait until the last minute to email me a problem or concern with an assignment, I may not be able to respond in time to help.
- It is up to you to calculate what grade you need to achieve on any assignments for your desired final grade.
- Eating, sleeping, or reading other materials during class are not acceptable behaviors.
All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may do so.

- Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

**COURSE ASSIGNMENTS**

This semester we will focus on process writing, with each student submitting drafts throughout each unit for either instructor feedback, peer feedback, or both. We will then use that feedback to revise and hone our essays to a complete final draft. The final submission will be a portfolio that includes all working drafts, including any brainstorming, any peer-review and instructor comments, the final, complete draft, and a two-page reflective response about the student’s writing process.

For all major paper assignments, I will provide you with a detailed prompt explaining the assignment and expectations. There are, however, some guidelines that are consistent with each assignment:

- All papers must be in proper MLA format (essays that do not meet MLA guidelines will be considered late)
- Must meet minimum page length
- Turned in on D2L as a **Word document** or as a **PDF** by the due date
- Have an original title that is indicative of the topic (Essay 1 is not a good title)
- If the assignment requires sources, there must be a proper works cited page

I cannot stress this next part enough: **Do not plagiarize.** I am aware of the panic moment of needing to get an assignment “finished,” but by using someone else’s ideas, not only are you robbing yourself of the development of your critical thinking skills, but you are also damaging any credibility you may have had in the course. Any acts of academic dishonesty will receive a zero for a grade with no chance of revision and will be reported for academic dishonesty. You would be better off asking for an extension or turning in an incomplete assignment than cheating. Below is a breakdown of the grade weight for each assignment, followed by an explanation of SFA’s new Code of Student Conduct regarding academic dishonesty.

**POINT BREAKDOWN AND GRADE SCALE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Proposal (due February 9th)</td>
<td>25%</td>
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<tr>
<td>Annotated bibliography (due March 8)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Research Project (on day of assigned final)</td>
<td>35%</td>
</tr>
<tr>
<td>Daily grades</td>
<td>15%</td>
</tr>
<tr>
<td> Daily grades consist of quizzes and in-class exercises</td>
<td></td>
</tr>
</tbody>
</table>
Grade Scale
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

Academic Integrity (A-9.1):
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)

Last updated by the SFA Core Curriculum Committee April 2021.

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 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.

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

MENTAL HEALTH AND WELLNESS

SFA 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:

SFA Counseling Services
www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
936.468.2401

SFA Human Services Counseling
Clinic
www.sfasu.edu/humanservices/139.as
p Human Services, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
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 summary analysis, annotated bibliography, a synthesis analysis 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.