Syllabus

The Basics

ENG 1302.019
Research and Argument
Spring 2024
TR 12:30-1:45, Ferguson 376
Dr. Henty, hentym@sfasu.edu
Office Hours: MW 12:30-2:15 PM, TR 2-3 PM
Office: Liberal Arts North 260

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.)

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.

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

Required Materials

There is no required textbook for this course; instead, readings will be provided for you on D2L. However, students should come to class with something to write on and with. You also need a method for backing up your work, whether a cloud-based app or a jump drive. Finally, you should allot about $30 for printing during the semester.
Credit Hour Justification

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. These activities average at a minimum 6-8 hours of work outside class each week to prepare for and participate in this course.

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>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Writing assignments that teach process, analysis, reflection, and working with sources</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>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>Activities that teach the ethics of rhetoric and research</td>
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**COURSE POLICIES**

**Attendance**

Research suggests that attendance (not IQ, not SAT scores) is the number one predictor of student success. If you aren’t here, you can’t learn. With the exception of university-excused absences, all absences are equal. After three weeks of missed classes (6 days), you may fail the course.

Prior to three weeks, your grade may be affected by absences due to missing participation grades. In-class activities cannot be made up.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and may lead to being counted absent. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

Being absent is not an excuse for missed information or assignments; you are responsible for getting notes from others in class and/or keeping up with the schedule. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date.

**Submitting Work and Late Work**

All assignments are due via D2L at the start of class. 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 three-day (72 hours) 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 for drafts or participation grades**. Any grade is better than a 0, so you should always submit something. **Final drafts may be submitted up to one week late, but the grade will be docked 10 points per day.**

**Technology & D2L Brightspace**

Please **check your D2L Brightspace and SFA email regularly**. You are responsible for information shared via email and D2L.

**This is a web-enhanced 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.

**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 large chunks of
text 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, but I will never use AI to grade your papers.

**Office Hours**

During my office hours, I am available to answer questions and work with students both in my office, Liberal Arts North 260, and via Zoom. During this time, you may simply pop into the office or 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=N0hleExXWk1JZlV6L1dCS0o2dmhOUT09

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**COURSE ACTIVITIES AND ASSIGNMENTS**

**Grade Breakdown**

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<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Rough Drafts</td>
<td>30%</td>
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<tr>
<td>Final Drafts</td>
<td>30%</td>
</tr>
<tr>
<td>Participation and Process</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations</td>
<td>15%</td>
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</tbody>
</table>

**Rough Drafts 30%**

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
Drafts will be graded based on how complete they are, the quality of reflection in the author's note, and the revisions/changes between drafts.

**Final Drafts 30%**

- Research Scrapbook 10%
- Rhetorical Problem Exploration Essay 10%
- Multimodal Argument 10%

Essentially, you will be completing one semester-long project over a rhetorical problem of your choosing. However, this has been scaffolded into three distinct final drafts. You will receive a detailed assignment sheet for each assignment prior to the due date.

**Participation and Process 25%**

- Writing Group Participation and Feedback 10%
- Other Process Work/Daily Assignments 15%

This portion of your grade is for peer review and the smaller process work that is completed before and in between your drafts, such as brainstorming, outlining, and in-class activities. For the most part, these will be graded as pass/fail. If you complete something incorrectly, you will be given the chance to re-do it. It is your responsibility to read my feedback and resubmit if needed. It is very important that you complete these tasks on time and read the feedback as I will use these assignments to guide or redirect you as needed.

**Presentations 15%**

- Logical Fallacy 10%
- Multimodal Argument 5%

Students will present to the class twice during the semester. Working alone or with a partner, students will sign up to present a 5-10 minute lesson on a logical fallacy. At the end of the semester, all students will present their multimodal argument during the final exam time. You will receive assignment sheets with additional information.

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**UNIVERSITY POLICIES AND RESOURCES**

**Academic Integrity Policy (10.4)**

**University Policy:**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-
administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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/.

**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)
- Crisis Text Line: Text HELLO to 741-741

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

Course Calendar
Below is an outline of the course calendar; a more detailed version with daily readings, assignments, and class plans can be found in D2L Brightspace. The calendar is subject to change, but such changes will be communicated clearly to students and due dates will never be moved up, only back.

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<tr>
<th>Weeks 1-2</th>
<th>Intro to Course and Argumentation Brainstorming</th>
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<tr>
<td>Week 3</td>
<td>Topic/Problem Proposals Begin work on Research Scrapbook</td>
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<tr>
<td>Week 4</td>
<td>Conferences</td>
</tr>
<tr>
<td>Week 5</td>
<td>Research Scrapbook Peer Review/Revising and Editing</td>
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<tr>
<td>Week 6</td>
<td>Submit Research Scrapbook</td>
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<tr>
<td>Week 7</td>
<td>Begin Problem Exploration Essay</td>
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<tr>
<td>Week 8</td>
<td>Drafting Problem Exploration Essay: Thesis and Outline</td>
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<tr>
<td>Week 9-10</td>
<td>Peer Review/Revising and Editing Problem Exploration Essay</td>
</tr>
</tbody>
</table>
| Week 11     | **Submit Problem Exploration Essay**  
              Begin Multimodal Argument |
| Week 12     | Multimodal Argument Proposal and Audience Analysis |
| Week 13     | Multimodal Argument Peer Review |
| Week 14     | Multimodal Argument Peer Review/Revising and Editing |
| Week 15     | **Submit Multimodal Argument**  
              Course Reflection |
| Finals      | Multimodal Argument Presentations |