Instructor: Caleb James Stewart
ENGL 1302.025 & ENGL 1302.029
Department: English and Creative Writing
Office Location: FERG 280
Email: stewartcj1@jacks.sfasu.edu

Class Location/Time:
Section .025: FERG 476, TR 2-3:15
Section .029: FERG 483, TR 3:30-4:45

Office Hours:
T-12-1:30, W: 3-5, R-12-1:30, or by appointment
Credit(s): 3

Research and Argument:
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): C in English 1301. Must earn a C or higher to be admitted to any English 2000-level course.

Credit-hour Justification
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 131. Final exams typically include presentations of student writing and research. These activities average six hours of work outside of classroom hours.

General Education Core Curriculum
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 Research and Argument you are also enrolling in a Core Curriculum Course that fulfills the Communication requirement.
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>
</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>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>
</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>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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**ENGL 1302 Student Learning Outcomes**

Upon successful 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.).
Grade Breakdown:

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography Portfolio</td>
<td>February 22</td>
<td>25 points</td>
</tr>
<tr>
<td>Research Paper Portfolio</td>
<td>April 18</td>
<td>30 points</td>
</tr>
<tr>
<td>Multimodal Presentation Portfolio</td>
<td>April 23-30, have ready by April 23</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>May 2</td>
<td>10 points</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Daily</td>
<td>10 points</td>
</tr>
<tr>
<td>Final</td>
<td>As per final exam schedule</td>
<td>5 points</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
<td>5 points</td>
</tr>
<tr>
<td>Total Possible Grade:</td>
<td></td>
<td>105/100</td>
</tr>
</tbody>
</table>

Text and Materials:

- No textbook required
- A notebook and pencil or pen needed designated for this class
- A folder designated for this class to put all potential portfolio papers
- You will need to print copies for groupmates and portfolios

Assignments:

- Annotated Bibliography Portfolio:
  - This assignment builds your collaborative research skills by requiring you to find and curate reliable sources through online and physical databases. You'll synthesize primary and secondary sources by analyzing and summarizing each source's relevance to your chosen topic. By evaluating the content and quality of sources, you'll hone your ethical understanding of evidence. Each annotation also requires clear and concise communication, building your writing skills and preparing you for the research paper.

- Research Paper Portfolio:
  - This 8-10 page research paper is your chance to deepen your knowledge of your major by exploring a specific topic in detail. Utilizing the sources from your annotated bibliography, you'll develop a focused academic argument, building evidence-based claims using the information you've gathered. This process requires you to analyze and interpret complex texts, ensuring
your understanding of various perspectives and research methodologies. Finally, clear and confident writing is crucial for effectively communicating your findings and persuading your audience.

- Multimodal Presentation Portfolio:
  o In this 10-minute presentation, you'll transform into an expert on your research topic. Using compelling visuals like PowerPoint slides, physical posters, or other approved media, you'll synthesize your research into a concise and engaging format. This presentation format tests your ability to communicate complex ideas effectively and inspire your audience to understand and believe in your research.

- Final Portfolio:
  o This comprehensive portfolio showcases your entire research journey. It compiles your annotated bibliography, peer reviews, refined research papers, physical presentation materials, and a final reflection. This collection presents a tangible record of your collaborative research process, your development of academic arguments, and your understanding of ethical evidence usage. Reflecting on your progress demonstrates your growth as a researcher and writer, making the portfolio a valuable tool for evaluation and self-improvement.

**Late Policy:**
Projects are due typically on Thursdays at midnight. If you don’t get it in on time, no sweat! Please send me an email about why it will be late and get it into me ASAP. I will accept papers until the week before finals week, just know that the longer it takes for me to read the paper the less feedback I will be available to give. If you do not get me a paper, and you do not communicate, it will be a 0!

**Attendance:**
You will get three unexcused absences before you start losing points off your Attendance/Participation grade. Another way to lose points off your Attendance/Participation is to not turn in your ticket to leave at the end of each class. However, if you don’t come to class, especially on workshop days, you will lose out on important information that will cause you to fail your projects. If you are tardy, please come in and sit down quietly. If you arrive by the time we are finished with our intro freewrite, you will be marked as tardy, which counts as half an absence.

**AI Policy:**
AI is a tool, not an essay writer. All AI use should be disclosed to the professor in the final portfolio. If you use AI, save any chats or uses so that you can always be above board. Each assignment will have its banned AI uses as well as its allowed AI uses, but remember, if you can show me how you used the AI, then there is zero room for confusion if your essay gets flagged by our system.
Acceptable uses of AI includes outlining, research, idea generation, etc. That does not include essay writing.

Class Definitions:

- **Intro/Warm-Up:** this will be a 5-10 minute writing at the beginning of each class to engage our brains and get mentally ready to think and learn. Prompts will be provided each class.
- **Freewrite:** this is handwritten writing that is unread by professor and only checked to see if you wrote.
- **Ticket to Leave:** This is writing at the end of each class that is read or looked over by professor that must be completed to leave class. It will include pieces of essays, freewriting, signing up for conference periods, and other such stuff. This is also how I will check attendance every day. If you do not hand in your ticket to leave, you will not be counted present for the day.
- **Quality Grade:** You will be graded by the quality of the work you do for this assignment.
- **Completion Grade:** You will be graded on whether or not you did the assignment.
- **Peer Review/Workshop:** I will use these terms interchangeably, but both mean the process of others in the class reviewing your work and giving feedback. It is the responsibility of you and your groupmates to do these, and it will affect both grades. If you have an issue with a classmate not giving your back reviewed work, please communicate with me and it will not affect your grade.

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 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

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

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

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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