Course Description:
English 1302 “Research and Argument” (3 credits; online): 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): English 1301

Course Contact Hours and Study Hours
ENG 1302 “Research and Argumentation” (3 credits; fully online) meets online for fifteen weeks during the semester as well as during finals week. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of three essays with a total page count of at least 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. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

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 English 1302, you are also enrolling in a Core Curriculum Course that fulfills the Core Objectives or Critical Thinking Skills, Communication Skills, Teamwork, and Responsibility 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.

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<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<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 assignments that teach process, analysis, reflection, and working with sources</td>
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<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>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 discussion activities</td>
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<td>Peer writing groups</td>
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<td>Small-group work</td>
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<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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**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.)

**Texts and Materials**
All course materials for this class are located in the Brightspace/D2L course. Students must have access to a computer and the internet to participate within this course. No other textbooks are required for this course.

**Course Requirements**
The assignments and grades for this course will be weighted as follows on a 1000-point scale:
1000 total possible points:  900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; Below 600 = F

**Weekly Assignments:**
- 125 points  Discussion Posts (5 at 25 points each)
- 125 points  Quizzes (5 at 25 points each)
- 100 point Journals (5 at 20 points each)
- 350 points (35%)

**Major Assignments:**
- 50 points Synthesis Paragraph with Chat GPT
- 100 points Summary and Analysis Paragraphs with Review
- 150 points Synthesis Presentation with Review
- 150 points Annotated Bibliography with Review
- 150 points Research Presentation with Review
- 50 points Final Exam
- 650 points (65%)

**Reviews:** Students will participate in instructor-reviews, peer-reviews, and/or self-reviews for Major Assignments. The final grade for all major assignments (except the Final Exam) includes points for participating in peer-reviews, self-reviews, and/or instructor-reviews.

**Submitting Assignments** All major assignments must be uploaded to Dropbox/Turnitin. No weekly or major assignments will be accepted by email. Emailed assignments to the instructor will not be considered as submitted.
Course Calendar:
Students should consult the Course Calendar that is located under Content in the Brightspace class. Students have six chapter modules to complete during the semester as follows:

Chapter One: Welcome and Getting Started (Jan. 18 – Jan. 21): Discussion, Quiz, and Journal
Chapter Two: Research, Summary, and Analysis (Jan. 22 – Feb. 11): Discussion, Quiz, Journal, Review, and two Major Assignments—Chat GPT paragraph and Summary/Analysis Paragraphs. Includes all Core Objectives.
Chapter Four: Research and the Annotated Bibliography (Mar. 18 – Apr. 14): Discussion, Quiz, Journal, Review, and Major Assignment of multiple-entry annotated bibliography. Includes all Core Objectives.
Chapter Six: Final Exam (May 6 – May 10): Final Exam due in Dropbox by Friday, Dec. 15th.

Grading Policy
Students’ writing will be evaluated using these guidelines as a standard:
A: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is for that work which expertly displays one’s ability to engage the ideas at hand, recognize and discuss the complexities of such ideas, follows instructions of assignment, and provides grammatically accurate writing that has few errors.

B: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is for that work which adeptly displays one’s ability to engage the ideas at hand, recognizes and discusses the complexities of such ideas, follows instructions for the assignment, and provides grammatically accurate writing with few errors. However, the level of thought and writing, while still above average, may fluctuate in terms of analytic abilities, expression, and grammar.

C: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognizes and discusses the complexities of such ideas (however, the complexities recognized will focus more on surface level issues rather than the greater whole), and provides mostly clear, academic writing that may have some sentence structure level errors. As can be seen from this description, the level of thought and writing will be acceptable and displays that a student has read the assignment, but their analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking and grammar skills.

D: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation and may include multiple grammar errors.

F: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and
demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given enough time to develop their work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) they may receive 0 points.

**Late Work:** All assignments in this course have specific due dates. For Major Assignments submitted to Dropbox, students have an automatic 24-hour extension. This extension allows students to submit the major assignments to Dropbox without a late penalty if it is submitted within the 24 hour period. It is the student’s responsibility to communicate with the instructor regarding any late submissions after the automatic extension. The student should communicate in an email with the instructor before the due date if they believe their work will not be submitted by the due date/24-hour extension. A late penalty of ten points per day will accrue for major assignments that are submitted after the 24 hour extension when the student has not received permission from the instructor.

For Weekly Assignments, students do not have automatic extensions. The late penalty is five points per day after the due date unless the student has a prior extension. The instructor reserves the right to provide a longer extension without penalty in certain situations. I encourage students to email me with their requests and questions about submitting late work.

**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 an online 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 (logging in regularly for online classes) 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.

**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.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp.

For this course, students will upload major assignments to Dropbox/Turnitin. Turnitin is a plagiarism tool. Students who purposefully plagiarize will receive a zero (0) for the assignment and may face additional consequences. However, most student plagiarism is accidental, so students may have an opportunity to revise and acknowledge source materials when accidental plagiarism occurs. The instructor will make final decisions regarding a student’s intentional or accidental plagiarism.

Withheld Grades
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 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/.
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.

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