English 1302-035
Argument and Research

Spring 2024

Professor Contact Information
Below are the different ways you can reach me throughout the semester. Please do not hesitate to reach out if you have any questions or need any help.

Email Access
Brightspace Email: (only to be used in Brightspace): mclaughljl@d2l.sfasu.edu
- Only use this one if you are emailing in Brightspace. It is a closed system, so any email sent to this account from one outside of Brightspace will get an error message. If you email me here, realize that it will likely take some time to get a reply, as I have to log into Brightspace to respond.
MySFA Email: mclaughljl@sfasu.edu
- This is the one I prefer. You can send an email to it from any standard email provider, so our MySFA, as well as your Google, other Outlook accounts, etc. Just make sure that, if you do email me from any account besides the SFA one, state your full name and the course in the email: otherwise, I won't know who you are, which could lead me to think it is spam or junk.

Office Info
Location: Liberal Arts North 244
Phone Number: 936-468-2226

Only call if you know I'm going to be in my office, like during my hours. I don't have the codes needed to check the message system.

Office Hours
Tuesdays and Thursdays: 11:00 AM - 2:00 PM

If you cannot make those hours, then email me with times you can meet, and I'll try to match my schedule up to yours for a special appointment. I will try my best to meet up with you, just realize that I can't guarantee 100% availability at all times. I also request that you email me with at least 24 hours' notice from when you want to meet so that I can best fit the time into my schedule.

Course Prerequisites:
A grade of C or higher in English 1301.
Required Course Materials:
- Ready and Reliable Access to the internet, Brightspace, and Microsoft Word
**Description:**
Credit(s): 3  
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

**Credit Justification: Online Only**
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 four 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 ENG 1301 you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Communication, Teamwork, and Personal 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.

<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 Writing Processes</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>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Not State Assessed in this Course</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>In Class and Peer Review 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>Ownership and agency with writing Ethics of research</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Not State Assessed in this Course</td>
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</tbody>
</table>

**English 1302 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).

**Students entering English 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
**Grade Breakdown:**
Students are required to complete four formal essay-based projects. While these projects make up the majority of your grade, it will also consist of daily work, and a grade for attendance and participation.

This course uses a point system instead of traditional percentages. I do this so that calculating your grade is easier. I’ll keep the gradebook updated regularly, and it should show your current collective grade. However, if you ever want to calculate it yourself, just add up the points you currently have and divide it by the points we’ve used so far.

If you want to calculate what you need, in order to get a certain grade, just subtract what you currently have from the final grade you want.

The distribution for each part of the course is as such:

<table>
<thead>
<tr>
<th>Summary/Rhetorical Analysis</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>150</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>150</td>
</tr>
<tr>
<td>Argumentative Research Paper</td>
<td>200</td>
</tr>
<tr>
<td>Daily Work</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Letter Grade Breakdown**
SFA’s official grade system is letter-based, instead of percentages. In order to help you know what you should be aiming for, based on whichever letter grade you’re wanting to achieve, I’ve included a breakdown of what points qualify for which letter grade at the end of the semester.

A: 1000 - 900  
B: 899 - 800  
C: 799 - 700  
D: 699 - 600  
F: 599 and below

**Major Paper Due Dates**
Each quarter, a full schedule (of the work we are doing and when it is due) will be posted in the appropriate folder on Brightspace, but to help you organize and prepare, here is a list of the due dates for all of our major papers. Please see Brightspace for specific rules and regulations on the submission procedure.

Summary/Rhetorical Analysis – Friday, February 9  
Proposal – Friday, March 8  
Annotated Bibliography – Friday, April 12
Argumentative Research Paper – Wednesday, May 8

In order to be fair to everyone in the class, I do not "bump" final grades. However, at the end of the semester, I do round final grades of 90s to 100s. For example, an 890 will be rounded to 900, but 880 (even an 889) will not. Any assignment can earn above the points possible (if done exceptionally well), and there are a few small extra credit opportunities throughout the course, so any student asking for a bump has already had ample opportunity to earn those points.

Every now and then, I have a student tell me "I need to earn [x] grade in this class, in order to [do y activity]." Whether it is keeping a scholarship, changing majors, transferring to another school, or any other reason, please realize that this will not impact how I assess your work. It is not fair to the rest of the class if I grade one person differently.

I admire and respect your goals (and I, honestly, hope you succeed in them), but I will always fairly and impartially assess work in this class based on what we have learned so far, what you should already know (from high school and 1301), as well as the standards held within the scholarly/professional field of composition and rhetoric.

If you are trying to earn a certain grade, then please realize that it has to impact your own actions and choices before an assignment is turned in. I'll be happy to help explain any concepts you are hazy on, answer any questions you may have, and even (during office hours or special appointments) review any document you're currently working on. However, I will not create an extra credit/revision option after the fact or bump a grade beyond the "90s to 100s" rule mentioned above.

**Deadlines and Late Work Policies**

Please realize that this is not a fully self-paced course. As with most courses this one is deadline-oriented. Please keep in mind that you are expected to turn in all assignments on time. Failure to do so will result in a grade deduction on it.

Unless otherwise notified, all assignments are due at 11:59 PM on the date listed. This is according to United States Central Standard Time zone (CTS). Please do not wait until the very last minute to submit though: file upload speeds and individual computer clocks can vary. Missing the deadline, even by a couple of minutes, will still count as late: meaning the consequences listed below will apply.

Drafts, outlines, peer critiques, discussions, and quizzes (aka “Daily Work”) must be posted/submitted by the due dates and times in order to receive any credit. Daily work cannot be posted or submitted late.

Major assignments can be submitted up to seven days late before they will automatically earn a zero. Please note that a 5% deduction will automatically be applied for each day it is late. This is calculated by the date and time the assignment was originally due. Please be mindful that this does not include last major assignment. It, unfortunately, cannot be submitted late.
Anytime that you experience extenuating circumstances and are unable to meet a deadline, please contact me immediately, in advance of the deadline, so that arrangements can be made for an extension, if the situation warrants it. That does not guarantee an extension or alternative assignment/submission process. Those will be given on a case-by-case basis.

**Brightspace Online Classroom and Email Access**

This course relies almost exclusively on the Brightspace online classroom (https://Brightspace.sfasu.edu/). The site will hold an electronic copy of this syllabus, the unit schedules, all reading materials, and the submission location for all of your assignments for this course.

It is absolutely essential that you regularly check Brightspace, especially the newsfeed, course schedule (the one in the Getting Started Module), and the email system.

**Pulse App and Automated Schedule Warning**

I do not recommend using the Pulse app OR the automated Brightspace schedule as your primary method of keeping track of assignments and due dates. I’ve had several incidents, as have many of my colleagues, of these automated systems not working properly, resulting in the student losing points or missing assignments. Simply put, the automated systems are based on very specific settings that not all professors use, and when we do use them, we do use them in the same way.

Instead, use the course schedule that is listed in the Getting Started module. It is the one that has all of your actual due dates. Also, should a situation come up where I need to change the schedule, I will do it there and notify you via the newsfeed, of course.

**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.

Please see the course specific rule on approved and unapproved aide.

**Withheld Grades - Semester Grades Policy**
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 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](http://www.sfasu.edu/counselingservices) Rusk Building, 3rd Floor 936.468.2401
SFA Human Services Counseling Clinic [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services, Room 202 936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Last Notes:
If, at any point in the semester, you feel that you need to talk to me, please do not hesitate to come by my office or email me. I am more than willing to help by reviewing some of the content covered in class, brainstorming topic ideas for your paper, or anything of that nature. You are welcome to e-mail me if you have any questions or cannot make my hours.

Many students are scared to come to the professor’s office because they find it daunting or feel “unworthy.” Please do not think anything like this. If you have a question or if you need help, come see me. I’m here for a reason, and I want to help you. It is my job to help prepare you for academia; this semester might be hard, but I really do hope that you enjoy your time in this class, improve your writing skills, and learn some things you never knew. I look forward to working with each one of you this semester.