Instructor: Ms. Jillian DeFore

Department: English and Creative Writing
Office: Virtual Classroom in D2L
Phone: 468-2101 (Eng. Dept.)
Email: Use the email tool in D2L. If that doesn’t work, email me at deforejilli@sfasu.edu
Class meeting time and location: Virtual classroom in BrightSpace by D2L.

Office hours:

  Monday:       5:00 – 6:00 PM
  Wednesday:    5:00 – 6:00 PM
  Friday:       3:00 – 6:00 PM

Required materials:
Instructor will provide all course materials in D2L. It is essential that you have reliable and regular Internet access.

Basic Needs Policy
Please take note of your basic needs and do not stress yourself out in an attempt to put this course above those basic needs. If you are facing food insecurity or housing issues, please feel comfortable contacting me so I can connect you to resources in your area and provide a new timeline for your course work.

ENGL 1302 Course 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.

ENG 1302 required students write a minimum of either four formal essays in a range of forms, analytic to persuasive, or three formal essays and an annotated bibliography (totaling at least 18 pages). The final paper for the class is a research paper. Students will also learn to incorporate sources into their work.

**Prerequisite**: A grade of C or higher in ENG 1301.

**Credit Hour Justification**
ENGL 1302 “Research and Argumentation” (3 credits; fully online) meets online for 15 regular weeks during the semester, and meets for the final week of the semester for a 2-hour final examination online. 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 which grow out of their career fields and interests. In addition, students will learn best practices for research 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 8-10 hours of work each week to prepare for and participate in this course.

**English 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.

**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.)
General Education 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 ENG 1302 you are also enrolling in a Core Curriculum Course that fulfills the communication component 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.

Core Curriculum Objective Table

<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 Peer Review Digital Scrapbook</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>Small-group work Peer review</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>
</tr>
</tbody>
</table>
Course Policies:

Navigating the Course You are expected to be able to navigate the online course. This means reading through the modules, submitting assignments in the proper locations, taking part in any assigned discussions, using the email function to communicate with your peers and your instructor, and so on. This course is an online course, so all work will be completed and submitted online via D2L (not printed and handed in or emailed outside of the D2L course).

This course will have weekly meetings Mondays at 5:00 pm. This meeting will review the week’s material and introduce the coming week’s material. Attendance is optional.

Attendance Just as in face-to-face courses, attendance in online courses is required of all students. Before the twelfth-class day, students will have several opportunities to participate in online class activities (introductions, postings to discussion boards, quizzes, etc.). Failure to complete at least two of these assignments on time will result in students being reported as “non-attending” with no possibility for reinstatement.

Online courses are alternatives to face-to-face courses and offer flexibility regarding location and scheduling, but they are not meant to be “easier”. If you are taking a 3-credit hour course, for example, that would typically require 2 ½ hours of face-to-face class time and roughly 9 hours of study time. That’s 11 ½ hours of course devotion per week. You are expected to apply the same standards in an online course.

Technical Difficulties If you are having technical difficulties that prevent you from completing a task in D2L, please find a way to let me know ASAP (email my SFA address, if necessary).

Assignment Difficulties If you do not understand an assignment or you’re having difficulties accessing an assignment/file, the right time to notify your instructor and to ask questions is 24 hours before the assignment is due.

Course Communication Correspondence relating to this course must be directed through the email function on D2L. Since this is a writing class, if you’re emailing me, try to write decently and to concisely tell me the things I need to know. If this communication takes place outside of my scheduled office hours, please allow me 24 workday hours to respond. SFASU email, announcements, chats, and specially assigned discussion boards are other methods of course communication.

Late Work The only type of work I will accept late is a major assignment. These assignments will be due on the assigned due date. Submitting an assignment after the due date will reduce your grade by 10 points per day. I will not accept any assignments
more than one week late, nor will I accept any assignments after deadweek (the final week of classes: the week before final exams).

**Requesting an Extension** You may request an extension for a major assignment IF you have a sound excuse to do so. If you have reason to request an extension, you must put that reason in writing and provide me with a specific day on which you will turn in your assignment (within one week of the original due date). You should submit this before the assignment due date.

**Assignment Submissions** Assignment instructions will come with submission instructions. All assignments are due on the assigned due dates. Submit posts to discussion boards, complete quizzes, and submit assignments to Dropboxes as assigned.

**Acceptable File Types** To ensure D2L/TurnItIn will accept your files, you will need to use specific file types in this course – Microsoft Word files (with a .doc or .docx extension), Rich Text files (with an .rtf extension) or PDF files.

**Correct Files** You are responsible for making sure you submit the correct file for any assignment.

**Revision Policy** The guidelines for revisions are as follows:

- You will be allowed to revise Essay 1 or Essay 2 after you receive your final grade on that essay. This is not meant to be a final draft and the final draft a rough draft, so please do not treat the final draft as if it were not important. You can earn up to 10 extra points.

- If you choose to revise, you must include a reflective essay of at least one page. This should discuss where you were lacking in your paper and what you did to improve.

- “Revisions” of small problems (such as typos, grammatical mishaps, etc.) will only give you a minimal higher grade (at best). Please remember the difference between editing and revision.

- Revisions of major problems (thesis, support, adding in transitions, reorganizing your essay structure, elaboration of analysis, etc.) will garner you a maximum higher grade.

Revisions will be due no later than dead week.
**Course Assignments:**

You will have a variety of assignments in this course. All assignments will be graded for proper format, soundness of content, ability to follow directions, attention to rhetorical context, resourcefulness, grammar, and mechanics. All major assignments will be graded according to rubrics that help define the various aspects of each assignment (i.e. purpose, style, content, etc.). You will be familiarized with the rubrics before each assignment is due. These assignments are meant to introduce you to a wide range of possible writing, presenting, collaborating, and researching tasks that you may be asked to perform in other courses and in the workplace. You will have 4 major assignments: a rhetorical analysis essay, a synthesis essay, an annotated bibliography, and a researched argument essay. Specific assignment guidelines will be provided in the course modules.

All assignments must be completed in the order in which they are given. Also, you must complete all 4 major assignments to pass this course. **All work should be completely original.**

**Course Grading:**

Weekly assignments, discussions, and quizzes .................................................. 30%
Essay 1: Rhetorical Analysis ............................................................................... 10%
Essay 2: Synthesis ........................................................................................... 10%
Proposal ........................................................................................................... 5%
Essay 3: Annotated Bibliography ....................................................................... 15%
Essay 4: Digital Scrapbook (Rough Draft)......................................................... 10%
Essay 4: Researched Argument .......................................................................... 20%

No grades will be bumped up.

**Grade Scale**

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

**Academic Integrity (4.1)**

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):**
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](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/.

FERPA Waivers (Family Educational Rights and Privacy Act)
According to the SFASU website:
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information, visit the SFA website.

I require a 24-hour weekday notice before meeting with anyone representing a student. This meeting must be scheduled via email, and a FERPA waiver must be processed before I will schedule an appointment. Furthermore, I will check identification to make sure any party involved is who he/she claims to be. If questions concerning a student’s grades or behavior are posed via email instead of face-to-face, I may take up to 48-hours to check the status of a FERPA waiver, to consult the student in question, and then to respond to the email.

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). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave 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 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.

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
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<tr>
<th>Date</th>
<th>Lessons</th>
<th>Assignments</th>
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| **Weeks 1 & 2**   | Introduction to Instructor  
MLA Refresher  
Course Navigation  
AARC and Library Info                                           | Introduction Post  
1) Response to Case Study #1  
2) Context and Audience Quiz                                      |
| *(Jan 18 -25)*    | Context  
Audience  
Case Study #1  
Essay: Rhetorical Analysis pt. 1                                           |                                                 |
| **Week 3**        | Summary, Paraphrase, & Quote Analysis  
Logical Fallacies Pt 1  
Case Study #2                                               | 1) Response to Case Study #2  
2) Summary, Paraphrase, & Quote Quiz                                          |
| *(Jan 25 – Feb 1)*|                                                                         |                                                 |
| **Week 4**        | Evaluation and Interpretation  
Logical Fallacies Pt 2  
Essay Writing 101  
Drafting Strategies for a Rhetorical Analysis  
Essay: Rhetorical Analysis pt. 2 | 1) Logical Fallacies Quiz  
2) Rough Draft of Essay #1                                                      |
| *(Feb 1 - 8)*     |                                                                         |                                                 |
| **Week 5**        | Peer Review for Essay #1  
Editing and Revising                                                      | 1) Peer Review and Confirmation Quiz  
2) **Final Draft of Essay #1**                     |
| *(Feb 8 - 15)*    |                                                                         |                                                 |
| Week 6  (Feb 15 - 22) | Synthesis Overview  
Essay: Synthesis pt. 1  
Case Study #3 | 1) Response to Case Study #3  
2) Synthesis Quiz |
|----------------------|--------------------------------------------------|--------------------------------------------------|
| Week 7  (Feb 22 - 29) | Drafting Strategies for a Synthesis  
Essay: Synthesis pt. 2 | 1) Rough Draft of Essay #2  
2) Small group discussions |
| Week 8  (Feb 29 – March 7) | Peer Review for Essay #2  
Revision Option Overview | 1) Peer Review and Confirmation Quiz  
2) **Final Draft of Essay #2** |
| Week 9* (March 18 - 28) | Essay: Researched Argument pt. 1  
Proposal Assignment  
Case Study #4 | 1) Response to Case Study #4  
2) Topic post |
| Week 10  (March 21 - 28) | Research Overview  
Library Modules  
Annotated Bibliography Assignment pt. 1 | 1) **Proposal**  
2) Research Quiz |
| Week 11  (March 28 – April 4) | Creating an Effective Argument  
Classical Argument Structure | Classical Argument Structure Quiz |
| Weeks 12 & 13  
(April 4 - 18) | Annotated Bibliography Assignment pt. 2 | Annotated Bibliography |
|----------------|-----------------------------------------|------------------------|
| Weeks 14  
(April 18 - 25) | Digital Scrapbook Outline of Essay 4 | Digital Scrapbook |
| Week 15  
(April 25 – May 2) | Essay: Researched Argument pt. 2  
Peer Review for Essay #4 | Conferences  
1) Rough draft of Essay #4  
2) Peer Review and Confirmation Quiz  
3) Final Draft of Essay #4 |
| Week 16  
(May 2 - 9) | Timed Writing Strategies  
Final Exam | 1) Final Exam  
2) Submit Assessment (if applicable) |

*Calendar is subject to change with notification.*