ENGLISH 1302: 046
RESEARCH AND ARGUMENT

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Office: LAN 263
Office Hours: Office hours are online as this is a wholly online course; or by other arrangement

Department: English and Creative Writing

Class meeting time and place: This is a wholly online course, and the duration of the course runs from March 18 through the regularly scheduled finals week, and ends May 9th.

Course Description:
English 1302: 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

Credit Hour Justification:
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 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. 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 ENGL 1302 Research and Argument, you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills 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
### Core Objective

<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>Students will learn a variety of methods for critical thinking applications as they occur in writing, including analytical, argumentative, and reflective writing.</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>Students will learn how to formulate points of view and to construct well-developed paragraphs and essays.</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>
</tr>
</tbody>
</table>

### 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.)

### Text and Materials

You do not have a required text for this course, so there is nothing additional for you to purchase. However, I will provide you with required readings through the online format; you must read the materials and be prepared to take quizzes over the readings or engage in online discussions. The readings are intended to help you to understand concepts and practices relative to writing essays.

### Course Assignments
All ENGL 1302 classes will include at least **three major compositions** that meet the following requirements:

- One research-based academic essay
- One multimodal composition
- Each major composition must involve research processes, providing students with opportunities to explore both primary and secondary sources by the end of the semester.
- Compositions must involve the crafting and/or analysis of arguments.

To that end, your major essay assignments are:

- Summary and Analysis Paragraphs (these will include a multimodal component)
- Synthesis Project.
- Annotated Bibliography.
- Research Project (with finished, culminating project to serve as final).

Quizzes – Should quizzes become necessary, you will have a week to complete them. I will not accept late quizzes; if a quiz is turned in past the due date, you will receive a zero unless you’ve made prior arrangements with me.

Weekly Work – There will be discussions and weekly work. Late work will not be accepted unless you have made prior arrangements with me. Any work not turned in will receive a zero.

Final – Using the skills you’ve acquired during the course you will complete a finished, culminating project to serve as the final; this will include a multimodal component). Details and materials will be discussed as the date approaches.

### Course Calendar (dates are subject to change; check in D2L for changes)

<table>
<thead>
<tr>
<th>Major Assignment</th>
<th>Due Date</th>
<th>Grade Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Summary/Analysis March 28</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Synthesis</td>
<td>April 12</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Annotated Bibliography April 20</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>Research Project April 30</td>
<td>30%</td>
</tr>
<tr>
<td>Final</td>
<td>Revised Essay</td>
<td>May 9 (finals week)</td>
</tr>
<tr>
<td>Reading Responses and quizzes</td>
<td>Check each module Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>Check each module Weekly</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Grading Policy and Evaluation

Assignments – each assignment is due by midnight on the due date. All major essays must be submitted online to D2L and will be submitted to a separate Dropbox folder in D2L. Each of the assignments will have further instructions, to be provided to you at a later time. Late essays will receive a deduction of 10 points for each day they are late; extensions may be granted if you have an excusable absence.
ALL ASSIGNMENTS must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each assignment must meet the assignment requirements for word count and source requirement. Failing to do so will result in a SIGNIFICANT drop in your grade.

Formatting Guidelines
Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor’s guidelines.)
- Set the margins of your document to 1 inch on all sides.
- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper in Times New Roman. The font size should be 12 pt. Time New Roman
- Leave only one space after periods or other punctuation marks (unless otherwise prompted by your instructor).
- Indent the first line of each paragraph one half-inch from the left margin. MLA recommends that you use the “Tab” key as opposed to pushing the space bar five times.
- Use italics throughout your essay to indicate the titles of longer works and, only when absolutely necessary, to provide emphasis.

Grades
According to university policy, your final grade for the course will consist of a letter grade only. Here is a general description of each letter grade:

A – Student meets and exceeds the expectations for the assignment. Writing demonstrates an understanding of all the key concepts needed to effectively complete the essay. Few, if any, grammatical and/or syntactical errors.
B – Student meets the expectations for the assignment. Writing demonstrates an understanding of most of the key concepts needed to effectively complete the essay. Few grammatical and/or syntactical errors.
C – Student meets the expectations for the assignment. Writing demonstrates a basic understanding of some of the key concepts needed to effectively complete the essay. Several grammatical and/or syntactical errors.
D – Student does not meet at least one expectation for the assignment. Writing demonstrates little understanding of the key concepts needed to effectively complete the essay. Many grammatical and/or syntactical errors.
F – Student does not meet most or all expectations for the assignment. Writing demonstrates little to no understanding of most of the key concepts needed to effectively complete the essay. Pages are missing or plagiarism may have occurred. Writing is incomprehensible with many grammatical and/or syntactical errors.

A Note about Revision
Revision of drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress as well as by peer and instructor feedback. Heavy revision goes deeper than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best inevitably produce better essays and become stronger writers.
Conferences
As this course is wholly online, I keep virtual office hours. You may contact me for assistance either through the closed email available through D2L, or you may contact me through SFA email. The latter is probably the best way to contact me as I check the official campus email numerous times daily. I usually go to the D2L forum once daily.

Course Modules
The course modules will open on certain dates. For example, Modules 2, 3, and 4 will not open until later in the semester. Be sure to carefully read each module completely.

Attendance Policy
As this course is fully online, you will be expected to visit the course frequently—i.e., your participation will most likely be daily in order for you to keep the pace and to turn in your assignments on time. Deadlines missed will be detrimental to your grade, and your participation will be measured in your discussion postings. Refer to the first part of this document to remind yourselves of the expectation for time commitments.

Institution Absences *(HOP 04-110)*
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

AARC
The AARC provides a variety of free academic support programs for students at SFA. Their services include one-on-one appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. They also provide academic skills workshops upon request. They are available in-person Monday through Thursday, 8 am to 7 pm on the first floor of the library. For more information, visit sfasu.edu/aarc. Their contact information is as follows: (936) 468-4108, email – aarc@sfasu.edu.

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](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/](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)  
- Crisis Text Line: Text HELLO to 741-741