Research and Argument
ENGL 1302.050

Mrs. Carrie Langham-Cedillo
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Phone: (936) 326-4131
Office: HS Library
Office Hours: 7:30-8:30 am, M-F

Class meeting time and place: Lab 2, Rm 311; 8:48-9:40am, M-F

COURSE DESCRIPTION
ENGL 1302
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

Course Contact Hours and Study Hours
“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.

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

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 you are also enrolling in a Core Curriculum Course that fulfills the Communications 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**

| Critical Thinking Skills | To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. | Active reading assignments  
Writing assignments that teach process, analysis, reflection, and working with sources |
|-------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Communication Skills    | To include effective development, interpretation and expression of ideas through written, oral, and visual communication. | Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts  
Small-group discussion activities |
| Teamwork                | To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | Research writing groups  
Small-group work |
| Personal Responsibility  | To include the ability to connect choices, actions and consequences to ethical decision-making. | Readings and discussion activities that teach the ethics of rhetoric and research |

**Text and Materials**

- Selected articles from Writing Spaces (Readings on Writing). I will post these to our Brightspace.
- Access to Microsoft OneNote
- *Optional (but HIGHLY recommended):* Student planner of some sort and [download the DUO App!!](#)
## Course Requirements

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td><strong>Essay 1:</strong> Literary Analysis</td>
<td>February 5th @ 9am</td>
<td>15%</td>
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<tr>
<td><strong>Essay 2:</strong> Research Proposal</td>
<td>February 19th @ 9am</td>
<td>10%</td>
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<tr>
<td><strong>Essay 3:</strong> Annotated Bibliography</td>
<td>March 25th @ 9am</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Essay 4:</strong> Academic Research Essay Final Draft</td>
<td>May 1st @ 9am</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Final:</strong> Personal Reflection</td>
<td>May 7th @ 9am</td>
<td>10%</td>
</tr>
<tr>
<td><strong>OneNote Research Notebook</strong></td>
<td>March 18th @ 9am</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Reading Annotations</strong></td>
<td>Wednesdays @ 9am</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Peer Review Discussions</strong></td>
<td>See Brightspace announcements</td>
<td>5%</td>
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### Reading Annotations:

When reading is assigned, you will annotate the text through markups and marginal notes. Printed texts will be provided in class, but annotations and active reading is expected to be done before you come to class on the day that they are due. You will participate in the corresponding discussion board before class on Wednesdays.

### Peer Review Discussions:

These peer review discussions will be done while working through the writing process. You will submit a copy of your writing to the appropriate discussion board in Brightspace before class on Fridays. During class, each small group will make notes on drafts, revision exercises, peer reviews, etc. within the discussion board.

### Course Calendar

This is a brief overview of the course; unit outlines will be posted in D2L.

**Week One - Three:** Intro to Course, Unit 1: Literary analysis
- Outline due January 29th
- Peer Review Rough Drafts (Essay 1) on February 2nd
- *Final Draft Essay 1 due February 5th*

**Week Four - Six:** Unit 2: Academic Research
- Peer Review Drafts (Essay 2) Feb 15th
Final Draft Essay 2 due Feb 19th

Week Seven - Ten: Unit 3: Annotated Bibliography
- OneNote Source list Due March 18th
- First Five annotations Due March 18th
- Peer Review Rough Draft March 22th
- Final Draft Essay 3 Due March 25th

Week Eleven - Fifteen: Unit 4: Academic Research Paper
- Outline due April 5th
- Peer Review Rough Draft April 24th
- Final Draft Essay 4 due May 1st

Finals Week: Final Reflection Due May 7th

Final Grade Breakdown

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
</tbody>
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Late Work

I will not accept late work. If there is an emergency, I may bend this policy at my discretion.

Attendance

Class attendance is very important. Our class meetings involve active learning, therefore, attendance and active participation in this course are required. You will write, share your writing, discuss topics related to writing, etc. You are expected to participate in each day’s learning activities. The learning opportunities, assignments, and your participation help to create a sense of connection to our class community. If you are absent, you are responsible for getting notes from others in class and keeping up with the assignments and schedule.

Conferences

You will be required to meet with me individually twice during the semester, once in the first half and once in the second half. This will give you a chance to discuss your writing and progress during the course. You will need to bring your portfolio to your scheduled conferences.

AARC Tutoring

Visit the SFA Academic Assistance and Resource Center (AARC). The AARC provides a variety of free academic support programs for students at SFA. Services included 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936.468.4108. Email: aarc@sfasu.edu. Website: sfasu.edu/aarc
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 in a timely manner 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