Research and Argument
ENGL 1302
Sections 052, 053, & 054

Name: Carrie McComas
Email: enccomas@palesntineschools.org; carrie.mccomas@sfasu.edu
Phone: 903-731-8005 Ext. 2073

Office: PHS A001
Office Hours: 3:48-4:30, M-F
Department: English and Creative Writing
Class meeting time and place: Daily, 3rd, 6th, and 7th periods

Course Description
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 (or daily in forty-five-minute segments for dual-credit at Palestine High School), 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 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. Final exams typically include presentations of student writing and research. These activities average six hours of work outside of classroom hours.

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 Critical Thinking, Communication Skills, 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.
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.

Student Learning Objectives: ENGL 1302
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

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 through written, oral, and visual communication.</td>
<td>Composing for different purposes, audiences, and contexts Small-group discussion</td>
</tr>
</tbody>
</table>
| Teamwork | To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | Writing groups  
Small-group work |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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>

**Text and Materials**
- Access to D2L
- Paper/writing utensil for class assignments
- No textbook required; the instructor will provide handouts as needed

**Course Requirements**

Four major writing assignments will be required for this course (see course calendar in the next section) and must be submitted through D2L to receive credit. Emailed assignments will not be considered submitted. Quizzes will be administered over major concepts covered in class. Minor class work will also be assigned. These assignments are designed to aid students’ understanding of the material and prepare for the major assignments. A final exam will be administered according to the university exam schedule.

**Course Calendar – See the end of the document for a more detailed version**

**Unit 1: Synthesizing Research for Argument**
- Counterargument Essay

**Unit 2: Research Application**
- Annotated Bibliography
- Argumentative Essay

**Unit 3: Research for Literature**
- Literary Analysis Essay

**Grading Policy**

Major Assignments: 60%  
Quizzes: 20%  
Minor Class Assignments: 10%  
Final Exam: 10%

**Attendance Policy**

Students are expected to attend class. However, when an absence is necessary, please communicate via email as soon as possible regarding the absence. For school-related absences, please let the instructor know in advance.

Make-up Work: Students are allotted the same number of days missed to complete make-up assignments. After the make-up window has expired, student work is subjected to the late work policy.

**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).

**Academic Integrity**

Plagiarism Policy: There will be a 30-point penalty for the first minor instance and a grade of “0” on the assignment for the second minor instance. For the third minor instance, a conference will be held with the Wildcat University Counselor to discuss the student’s removal from the course. All instances of major plagiarism (Example: majority of the assignment is copied) which the instructor finds to be valid will result
in a “0” for the assignment and potential submission of an academic dishonesty report.

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 promptly 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

Updated August 2023
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

Tentative Weekly Topics & Core Objectives

Week 1: Course introduction and syllabus information
Week 2: Introduction to Macbeth; Acts 1-2 (CT)
Week 3: Continue Macbeth, Acts 3-5 (CT)
Week 4: Introduction to literary analysis; analysis essay outline, draft, peer review groups (CS, T)
Week 5: Introduction to counterargument (CT)
Week 6: Article readings and discussions; summary (CT, CS)
Week 7: Counterargument outline, draft, peer review groups (CS, T, EQS)
Week 8: MLA Research – Formatting various types of sources (CT)
Week 9: Methods of Research (CT)
Spring Break
Week 10: Source credibility and evaluation (CT, PR)
Week 11: Introduction to the annotated bibliography (CT)
Week 12: Annotated bibliography (CT)
Week 13: Introduction to the argumentative essay (CT, CS, EQS)
Week 14: Continuing argumentation (CT, CS, EQS)
Week 15: Argumentative essay draft and peer review groups (CS, T)
Week 16: Final Exam (CT, CS)