Course Description: ENG 132 Research and Argument
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: C in English 131. Must earn a C or higher to be admitted to any English 200 level course.

Required Texts: Lumberjacks Write. 3rd ed.

General Education Core Curriculum Objectives: In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

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.

General Education Core Curriculum: This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assessment of these objectives at SFA will be based on student work from all core
curriculum courses.

Student Learning Outcomes for ENG 132:
ENG 132 learning outcomes are the goals that students must meet as part of the
Freshman Composition core curriculum requirements, which include:
1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in
compositions courses make application of these skills in the writing of personal,
expository, and persuasive essays, which require students to make inquiries into and
explorations of topics in creative, innovative, or analytical ways. Students are expected
to complete readings, to engage in course and group discussions, and to analyze,
interpret and synthesize their findings resultant from these critical engagements into
well-developed essays. Written assignments will evidence the students’ command of
these considerations: effective engagement of audience (pathos), logical development
of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research
essay is the culminating writing of this course; students will learn appropriate research
methodologies, how to evaluate secondary sources, and to synthesize the ideas of
others in their arguments.

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills
include effective development, interpretation and expression of ideas through written,
oral and visual communication. Following instruction about group interaction, students
will engage in oral communication through class discussions and group work (orally in
face-to-face courses, electronically in online courses). Students will have occasion to
respond to visual medium, as found in assigned readings, lectures, power-point
presentations, or other media dependent upon course materials. Students learn
processes for writing that help them to form coherent, well-developed, well-organized
and unified discussions through a variety of writing methodologies, including
persuasive, analytical, and argumentative methodologies. Students will write several
essays; the culminating assignment will be an argumentative, research-based essay,
and rubrics will assess such concerns as development and exploration, mechanical
clarity, interpretation or expression of ideas, and effective use of research
methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include
the ability to consider different points of view and to work effectively with others to
support a shared purpose or goal. Following instruction about peer review processes
and small group work, students will perform peer mentorship on essay assignments and
work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

**Attendance Policy:** Any student absent for 3 weeks of course work (9 class days) will be dropped from the class. There is no room for discussion.

**Academic Integrity (A-9.1):** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**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 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/](http://www.sfasu.edu/disabilityservices/).
Course Requirements, Grading:
SAT vocabulary quizzes and in-class writing 15%
Argument Essay #1 (3-5 pp.) 15%
Argument Essay #2 (5-7 pp.) 20%
Rhetorical Analysis (5-7 pp.) 20%
Research Paper with Annotated Bibliography (8-12 pp.; minimum of 10 different sources for the paper and at least 3 different types of sources required) 30%

PLAGIARISM OF ANY TYPE WILL NOT BE TOLERATED. ANY ACADEMIC DISHONESTY WILL RECEIVE AN AUTOMATIC FAILING GRADE.