English 1302.062—Research and Argument
Spring 2024

Name: Dr. Krista Guerrero
Email: kguerrero@wodenisd.org; Krista.Guerrero@sfasu.edu
Phone: 936.564.2073 (ext. 3205)
Office: Woden High School, room 205
Office Hours: MTWR, 2:30-3:30pm; TR, 9:00-9:45am; MTWR, after 3:30 (by appointment only)
Class Meeting Time and Modality: Spring Semester (2024), MWF 9:00-9:50am, F2F
(January 19 - May 8)

Text and Materials
- There is no required textbook to purchase for this course. We will be using free textbooks and other online or printed materials.
- Journal (You may continue to use your journal from English 1301).
- MLA Handbook
- Access to a computer, printer, internet, and D2L.

Course Description
Credits: 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: Earned a C or higher in English 1301.

Credit-hour Justifications: ENGL 1302, Face-to-Face
ENG 1302: Research and Argumentation (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. 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 that grow out of their career fields and interests. In addition, students will learn best practices for research in order 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 outside class each week to prepare for and participate in this course.

Prior Learning/Knowledge for English 1302
Students entering English 1302 should:
- be able to formulate a thesis statement,
- understand the meaning and relationship of claim, evidence, and analysis,
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos),
- understand what makes a unified and coherent paragraph and be able to write one,
- produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors,
- understand what constitutes plagiarism, and
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.
**English 1302 Student Learning Outcomes**

At the completion of this course, students will be able to:

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking)
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking)
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility)
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork)
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication)
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication)

**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 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.

The table below indicates the core objectives addressed by this course:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<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&lt;br&gt;Writing assignments that teach process, analysis, reflection, and working with sources</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts&lt;br&gt;Small-group discussion activities</td>
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<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>Peer writing groups&lt;br&gt;Small-group work</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Activities that teach the ethics of research and argument</td>
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Course Information:

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<tr>
<th>Assignments</th>
<th>Description</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Portfolio 1: Summary Analysis</td>
<td>Analytical response to an article</td>
<td>15%</td>
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<tr>
<td>Portfolio 2: Rhetorical Analysis of Film</td>
<td>Analytical response to a film</td>
<td>15%</td>
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<tr>
<td>Portfolio 3: (Part A) Research Proposal</td>
<td>Proposal for research paper over group-selected topic</td>
<td>10%</td>
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<tr>
<td>Portfolio 3: (Part B) Annotated Bibliography</td>
<td>Group work; individual contributions required with a single document produced</td>
<td>10%</td>
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<tr>
<td>Portfolio 3: (Part C) Persuasive Research</td>
<td>Persuasive paper over a group-selected topic; individual contributions required with a single document produced</td>
<td>25%</td>
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<tr>
<td>Portfolio 3: (Part D) Group Presentations</td>
<td>Presentations in class during week 15</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Wednesday, May 8 (8:00-10:00 a.m.)</td>
<td>10%</td>
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<tr>
<td>Daily Work</td>
<td>Examples include, but are not limited to: Assigned readings / annotations, quizzes, journal writing, discussion posts and responses, active participation in group discussions &amp; activities, workshop, peer reviews, and regular attendance</td>
<td>5%</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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Schedule Summary

- Weeks 1 – 4: Portfolio 1: Summary Analysis
- Weeks 4 – 8: Portfolio 2: Rhetorical Analysis of Film
- Weeks 9 – 10: Portfolio 3: (Part A) Research Proposal
- Weeks 10 – 14: Portfolio 3: (Parts B & C) Annotated Bibliography; Argument Essay
- Week 15: Group Presentations
- Week 16: Final Exam

Final Grade Breakdown

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<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>
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Conferences
You will be required to meet with me individually throughout the semester. This will give you a chance to discuss your writing and progress during the course. You will need to bring your portfolio (journal, writing samples) to your scheduled conferences. A sign-up sheet will be available in class.

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/or keeping up with the assignments and schedule. Be sure to use your planner to keep up with important dates.

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.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at https://www.sfasu.edu/docs/policies/4.1.pdf.

The Use of Generative Artificial Intelligence
Generative Artificial Intelligence (GAI) is a type of AI that creates content, like text, images, or music, based on existing sources. In this course we will be looking at AI concepts, terminology, and its relevance to writing and communication. This will ensure that all students have a foundational understanding of AI before diving into its applications. We will use hands-on activities to help all of us understand how technology is shaping language, communication, and literary practices. This approach encourages critical thinking, creativity, and engagement with contemporary issues related to AI and language.

If you choose to use generative AI as part of your writing process, I have listed below what is permissible and what is not permissible in my class. All chat logs must be submitted as part of your assignment as evidence of your engagement.

Authorized Use of AI:

**Writing Assistance:** AI tools can be used to help students with various aspects of writing, such as grammar and spelling checks, sentence structure suggestions, and style improvements. These tools can provide real-time feedback to students, helping them refine their writing skills.

**Generating Ideas:** AI can assist students in generating ideas for their compositions by analyzing prompts or topics and suggesting relevant points to consider.

**Proofreading and Editing:** AI can help students identify errors in their writing, including grammar, punctuation, and syntax mistakes. This allows students to focus more on the content of their compositions.

Unauthorized Use of AI:

**Plagiarism:** Using AI to generate entire compositions or copying content from AI-generated sources without proper attribution constitutes plagiarism and is academically dishonest.

**Substituting Critical Thinking:** Relying solely on AI for composing removes the opportunity for students to engage in critical thinking and develop their creative and analytical skills.

**Shortcuts for Learning:** Depending too heavily on AI tools for writing might lead to a lack of understanding and proficiency in writing skills, as students might not put in the effort to learn the craft themselves.

**Ethical Concerns:** If students use AI to create content that they then submit as their own original work, it raises ethical concerns about misrepresentation and undermines the integrity of the educational process. (See section on Academic Integrity.)

**Loss of Personal Voice:** AI-generated content might lack the personal voice and unique perspective of individual students, making their compositions generic and indistinguishable.
Instructor’s Role in Using AI:

As your instructor, I will not use generative AI to grade your writing. Any written feedback will be from me. I may provide examples of strategies that I think will be helpful to you. I may use Chat GPT to create handouts and other instructional materials. I will provide a disclaimer stating the content was written with the help of Chat GPT and chat logs will be available as evidence.

These guidelines were written with the help of Chat GPT.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

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 course work 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 for the purpose of computing the grade point average.

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)
- Crisis Text Line: Text HELLO to 741-741