Research and Argument: ENGL 1302.009

Spring 2024: Meets 9:30 - 10:45 am Tue / Thu (TR) in Ferguson 378
Final Exam Meets 8 am - 10 am Thu May 9, 2024

Instructor information

Instructor          Email          Office location & hours
Mrs. Karen Perkins hensarlikm@sfasu.edu Ferguson 288, Mon/Wed 1-3 pm,
                                                          Tue 2-3 pm Set up visit.

General information

Description
ENGL 1302 (3 credit hours): 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 1301. Must earn a C or higher to be admitted to any English 200-level course.

Credit Hour Justifications
ENGL 1302 - Face-to-face “Research and Argument” (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 required in ENGL 1301. Final exams typically include presentations of
student writing and research. These activities typically average six hours of work outside of
classroom hours.

ENGL 1302 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
This is a general education, core-curriculum course, and specific program learning outcomes for
the English major are not addressed in the course.
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 Core Curriculum Course requirement in key areas as listed in the chart below.

<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>Reading current events / news, summarizing and analyzing articles, applying personal interests to research/topic choices, creating and editing texts (including AI-generated)</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Composing texts for different purposes, audiences, and contexts, class / group discussions</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>Redefining “argument,” collaborative research and brainstorming, small group discussions, peer review, interactive conversation with and feedback from instructor</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Tracking tasks and deadlines for course work, understanding assignments and concepts, researching and completing assignments independently, using tools and the ideas of others ethically and responsibly</td>
</tr>
</tbody>
</table>
Instructor and Course-Specific Information

Research & Argument are everyday aspects of personal, civic, and business life as well as academic. Establishing effective habits of inquiry-before-response allows us to gather information before reacting—because a thoughtless response can often damage or destroy. Learning the techniques of argument, as defined by Jodie Nicotra in her text Becoming Rhetorical, trains us to ask the right questions and to enter into conversations prepared to listen and respond, even when others’ positions differ from our own. In this course, step-by-step, we will explore and practice the processes and habits necessary to engage in ethical research and argument and consider writing as a “technology for thinking new thoughts” (Miller and Jurecic) in academic, professional, and personal discourse.

MySFA, D2L, Cengage MindTap with Becoming Rhetorical (1-term access) and Packback

Instruct: Required texts and apps

Students are expected to monitor University communications through MySFA, Jacks and D2L email, and the course D2L site daily during the work week. Our digital course text and homework app is linked directly through our course D2L site. Our course text is a digital text combined with online homework app published by Cengage, MindTap with Becoming Rhetorical 1-term access (Single-Term ISBN: 9780357656365). See this video for more information on registering for Cengage MindTap access.

Upcoming online Cengage support student-only office hours begin Tuesday January 16th, 2024 and continue through Friday March 1st, 2024:
https://cp.cengage.com/OfficeHours_IS-Fredette

Monday/Wednesday/Friday:
12:00 PM - 2:00 PM Eastern / 11:00 AM - 1:00 PM Central
Tuesday/Thursday:
1:00 PM - 3:00 PM Eastern / 12:00 PM - 2:00 PM Central

Cengage will NOT host office hours on February 19th in observance of the holiday.

Outside of student-only office hours, students can contact Cengage Technical Support at support.cengage.com or 1-800-354-9706 if needing assistance.

Packback Bundle will be used to assess independent research skills and improve academic communication through Discussion questions and responses, homework Polls, and Deep Dives. The product uses AI in innovative ways to provide real-time feedback and guidance to students.

How to Register with Packback:
An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don’t see an email, be sure to check your spam. Packback requires a paid subscription. Refer to www.packback.co/product/pricing for more information. The bundle should be approximately $49 directly from Packback, slightly more if purchased from the on-campus bookstore.
How to Get Help from the Packback Team: If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68.

Final Grade Calculations for this Course

The final grade for this course is based on submission of three major compositions, plus satisfactory and timely completion of assignments. If the assigned compositions are NOT submitted, a student cannot pass the course, regardless of the combined, averaged grades for all additional assignments in the following categories.

- Cengage MindTap Assignments (25%)
- Packback Assignments (25%)
- Exploring Research and Rhetorical Strategies (10%)
- Three Best-Quality Compositions (30%) - Written, visual, and multimodal (10% per text)
- The Final: Reflecting (10%)

Final letter grades
A=89.5-100
B=79.5-89.49
C=69.5-79.49
D=55-69.49
F=below 55

Notice of Use of Artificial Intelligence (AI) for Text-Generated Feedback on Writing

Students are required to use Packback to aid in learning better research and analytical processes, which provides real-time writing feedback from text-generative AI, as well as guiding questions, assignment rubrics, and instructor-recommended resources to encourage and support students’ efforts to do their best possible work within the constraints of this course. Grades for the assignments will be assessed by the instructor, however, and minimal, summative feedback from the instructor will give insight as to why the grade was issued. To get formative feedback for improving compositions and clarifying questions or techniques related to research and composing, students should schedule an individual conference with the instructor to discuss specific work.

Yes, We Will Use AI to Learn Better Research and Writing Skills

Students are expected to utilize available tools and technologies in ways that are currently accepted as ethical and consistent with policies on student conduct published by the University of Texas System and Stephen F. Austin State University. Students are also expected to utilize these tools and technologies for the long-term benefits of improving personal literacy skills and increasing their knowledge regarding ethical communication practices. Unethical use of technology
to cheat or by-pass required and necessary steps of the research and writing processes under study is not permitted.

Furthermore, the use of electronic devices to conduct research is a necessary aspect of the course; however, students should be focused on uses that enhance their learning and enable them to complete the assigned course activities. To use these devices for personal entertainment or distractions from the work of the course during dedicated class time is discouraged and disrespectful. **Disruptive abuse of technology** may result in a student being asked to leave class for the day. **Continued disruptive abuse of technology** may result in a student being asked to leave the class, period.

**Attendance and Participation**

This class meets several times each week, and attendance is required at these scheduled meetings. Being present and taking part in the ongoing discussions and learning activities is an obligation and responsibility inherent in choosing to enroll in the University as a student.

Students often mistakenly apply rules of consumerism to voluntary educational activities, reasoning that, since they “paid to be here,” they also get to choose what level of involvement to apply. **But learning is not the same as buying:** if you aren’t committed to attending class and doing the work of the course consistently as assigned, please—

*Simply drop the class.*

Students may miss two classes without the need to explain or provide documentation of the University-excused absence: **students who fail to progress through the learning activities and have been absent for more than three weeks (six - nine class meetings, depending on the class schedule)** may receive an automatic **F** in the course for failure to progress in a timely manner.

**Additional Thoughts**

In her text, *Becoming Rhetorical*, Jodie Nicotra defines argument as “using a process of inquiry to develop a response to a rhetorical problem,” but we often overlook problems until

- we hear others talking about something
- we’re required to communicate with others about an issue
- or when we are personally inconvenienced or impacted by it.

Our first step is to notice the problems around us.

**The Rhetorical Process Is Recursive (the steps repeat, in varying order)**

The following chart lays out a model for composition that emphasizes **THE SOCIAL NATURE OF COMMUNICATION,** reminding us that as members of any community, we have the right, the responsibility, and the obligation to immerse ourselves in the concerns of the community, responding to those concerns.
To succeed, in this class and beyond it, take an active role. Do not simply “show up” and expect your goals, magically, to be met. While our topics of study for this course are “research” and “argument,” what prompts our study of these topics is the ongoing need to solve problems (some of which have never yet occurred—barring us from learning one single way to “fix” problems); and it’s imperative that we focus on learning processes that enable us to meet new problems and respond to them with appropriate action. That involves gathering information, analyzing it, and taking action.

If problems occur for you while taking this class, take an active role in solving them: communicate with me. Participate in the negotiation required for us together to solve issues that might arise before they become insurmountable problems for you and your final grade in this course.

**University Policies**

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/).

**Additional information and resources**

**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

Course schedule

Assignments begin the first day of the semester and will follow the same basic routine. Students should prioritize reading assignments: Preview the week’s reading from Becoming Rhetorical (BR) in MindTap (MT) before the week’s first face-to-face meeting.

The weekly routine is as follows: chapter reading from Becoming Rhetorical, usually with several videos to further explain content from the reading; a chapter reading quiz and other MT learning activities (both graded and practice); Packback (PB) Discussion questions and research-based responses; plus research, analysis, and composition practice. Weekly assignments are due 11:59 am each Monday, starting Jan 22.

Be sure to check the news notices posted on our Brightspace D2L home page for urgent updates, information, and changes to the following schedule, which is tentative.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Exercises</th>
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</thead>
<tbody>
<tr>
<td>Week 01</td>
<td>Orient</td>
<td>BR Intro reading</td>
<td>MT 1 practice, 3 graded “Getting Started” (Click on calendar icon in MT to view work by due dates)</td>
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<tr>
<td>Jan 16-21</td>
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<tr>
<td>Week 02</td>
<td>Orient</td>
<td>BR Ch 1 + 2 videos</td>
<td>Primary Research “Uncover Your Rhetorical Self,” MT 1 graded, PB 1a - 1 Question (if stuck, on “Learning”)</td>
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<td>Jan 22-28</td>
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<tr>
<td>Week 03</td>
<td>Orient</td>
<td>BR Ch 2 + 3 videos</td>
<td>Primary Research “Self,” MT 1 graded + choose 1 practice (from “How to Research: Video Activities/Planning a Paper”), PB 1b - 2 Responses and 1 Response to HW Poll, Possible Zero Drafting in Deep Dives</td>
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<td>Jan 29-Feb 4</td>
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<td>Week 04</td>
<td>Research</td>
<td>BR Ch 13 + 2 videos</td>
<td>Secondary Research Collaborative Wakelet Collection “Tune In to Event-Based Problems” (to find current, ongoing “Critical Conversations”) MT 1 graded + choose 1 practice (from How to Research: “Conducting Research”) PB 2a - 1 Question</td>
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<td>Feb 5-11</td>
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<tr>
<td>Week 05</td>
<td>Research</td>
<td>BR Ch 6 + 2 videos</td>
<td>Secondary Research Independent “Keep a Research Scrapbook” (Wakelet collection on a current, significant “Critical Conversation”) MT 1 graded + 1 practice (from How to Research: Using the Library) PB 2b - 2 Responses 1 Response to HW Poll</td>
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<td>Feb 12-18</td>
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<tr>
<td>Week 06</td>
<td>Research</td>
<td>BR Ch 7 + 2 videos</td>
<td>Secondary Research Independant (Wakelet collection on “Critical Conversation”) MT 1 graded + 1 practice (from How to Research: Evaluating Sources), PB 3a - 1 Question, Possible Zero Drafting in Deep Dives</td>
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<td>Feb 19-25</td>
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<tr>
<td>Week 07</td>
<td>Explain</td>
<td>BR Ch 8 + 2 videos</td>
<td>MT 1 graded+1practice (from How to Research: Avoiding Plagiarism), PB 3b - 2 Responses and 1 Response to HW Poll, Possible Zero Drafting in Deep Dives</td>
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<td>Feb 26 Mar 3</td>
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<tr>
<td>Week 08</td>
<td>Define</td>
<td>BR Ch 9 + 2 videos</td>
<td>MT 1 graded+1practice (from How to Research: Integrating Sources) PB Possible Zero Drafting in Deep Dives</td>
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<tr>
<td>Mar 4-10</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
<td>Exercises</td>
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<tr>
<td>Week 09</td>
<td>Spring Break</td>
<td></td>
<td>Enjoy Spring Break! Sat Mar 9 - Sun Mar 17</td>
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<tr>
<td>Week 10 Mar 18-24</td>
<td>Evaluate</td>
<td>BR Ch 10 + 2 videos</td>
<td>MT 1 graded+1practice (from How to Research: Paraphrasing Sources), PB 4a 1 Question</td>
</tr>
<tr>
<td>Week 11 Mar 25-31</td>
<td>Propose</td>
<td>BR Ch 11 + 2 videos</td>
<td>MT 1 graded+1practice (from How to Research: Summarizing Sources), PB 4b 2 Responses + 1 HW Poll</td>
</tr>
<tr>
<td>Week 12 Apr 1-7</td>
<td>Narrate</td>
<td>BR Ch 12 + 2 videos</td>
<td>MT 1 graded+1practice (from How to Research: Quoting Sources), PB 5a 1 Question; Peer Review</td>
</tr>
<tr>
<td>Week 13 Apr 8-14</td>
<td>Revise Written Texts</td>
<td>BR Ch 3, 14 + 4 videos</td>
<td>MT 1 graded+1practice (from How to Research: Working with Documentation Styles), PB 5b 2 Responses + 1 HW Poll; Peer Review</td>
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<tr>
<td>Week 14 Apr 15-21</td>
<td>Revise Visual Texts</td>
<td>BR Ch 4, 15 + 4 videos</td>
<td>MT, PB 6a 1 Question; Peer Review; Submit a best-quality academic written text</td>
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<tr>
<td>Week 15 Apr 22-28</td>
<td>Revise Multimodal Texts</td>
<td>BR Ch 5, 16 + 4 videos</td>
<td>MT, PB 6b 2 Responses + 1 HW Poll; Submit a best-quality visual text</td>
</tr>
<tr>
<td>Week 16 Apr 29-May 5</td>
<td>Reflect</td>
<td></td>
<td>Submit a best-quality multimodal text</td>
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</tbody>
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Exam schedule

**Final Exam** 8 am - 10 am Thu May 9, 2024: Annotate a meme with your analysis of the rhetorical situation