

Fayetteville State University  
College of Arts and Sciences  
Department of English  
English 120: Research and Argument  
Fall, 2011

## I. Locator Information

Professor: G McConnell

Course: ENGL 120 Research and Argument

Office: Butler 124

Semester Hours of Credit: 3

Office Hours: 9—11 TR; 10—3 W

Day and Time: Section 01 11—12:30 TR

Office Phone: 910-672-1902

Total Class Contact Hours: 45 hours per semester

E-mail address: [gmccconnell@uncfsu.edu](mailto:gmccconnell@uncfsu.edu)

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

## II. Course Description:

English 120 continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. *Prerequisite: ENGL 110.*

## III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding building, room 155 (1<sup>st</sup> Floor); 910-672-1203.

## IV. Textbooks and Materials:

The texts and materials, including print and online items, will be compiled and furnished by the instructor.

## **V. Student Learning Outcomes:**

Fayetteville State University Student Learning Outcomes:

### *Communication*

Evaluate effectiveness of various forms of communication *Master*

Create written and spoken communication: organization *Master*

Create written and spoken communication: clarity *Master*

### *Ethics and Civic Engagement*

Develop and demonstrate personal system of ethics and morality *Introduce*

### *Reasoning: Critical Thinking*

Evaluate reasonableness of arguments *Emphasize*

Construct reasonable arguments *Emphasize*

### *Inquiry Skills*

Formulate effective questions *Emphasize*

Organize, sort, evaluate, retrieve academic information *Emphasize*

Cite sources appropriately *Emphasize*

## **Course Objectives**

English 120 is designed to help students develop and improve their written abilities in a variety of rhetorical contexts: students will gain fluency and confidence in their ability to make written presentations on a range of contemporary social issues. Students will also become acquainted with the best practices in the various forms of research and documentation.

English 120 is designed to encourage students to do the following:

- 1) Conduct independent research on a topic using various library databases and other research tools
- 2) Summarize, quote, paraphrase and analyze material in relation to multiple sources
- 3) Cite material according to a citation style, preferably APA
- 4) Demonstrate proof of the writing process, including inventing or gathering ideas; research the library catalog, databases, and other tools by keyword or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

## **VI. Course Requirements and Evaluation Criteria**

Students will present papers typed and double-spaced, and the papers will adhere consistently to the conventions of Standard Written English (SWE). Students will also

demonstrate a clear understanding and application of argumentative and research methods with the appropriate use of format and citations.

The class will use the departmental computer lab in Butler 312 for revising of first draft, using the Criterion resource, and also for on-line research.

Common Rubric for English 120:

In an **excellent** paper, a student

- Includes and analyzes source material to forward a specific and original purpose;
- demonstrates evaluation of source material, pointing out strengths and weakness
- Chooses various reliable and credible sources appropriate to purpose
- Selects direct quotations that are almost always suited to purpose
- Incorporates quotation into grammatical structure of the overall sentence
- Accurately paraphrases source material in student's own language
- Accurately cites in-text citations and works cited according to details of MLA style
- Demonstrates revulsion for organization, clarity, and proofreading for conventions of Standard American written English in final draft

In a **good** paper, a student

- Includes and analyzes source material to forward a purpose;
- demonstrates evaluation of source material
- Chooses various reliable and credible sources appropriate to purpose
- Selects direct quotations that are often suited to purpose
- Usually incorporates quotation into grammatical structure of the overall sentence
- Paraphrases source material accurately but may be too close to original sentence structure
- Usually accurately cites in-text and works cited according to details of MLA style
- Demonstrates evidence of the writing process in final draft

In an **acceptable** paper, a student

- Includes and analyzes source material that does not necessarily forward purpose, and repeats source material without evaluation
- Sometimes chooses reliable and credible sources appropriate to purpose; sources may not be varied
- Selects direct quotations sometimes suited to purpose or sometimes uses quotations to the exclusion of original writing
- Sometimes incorporates quotation into grammatical structure of the overall sentence
- Paraphrases misinterpret or misrepresent source material
- Cites in-text or works cited not conforming to APA style
- Demonstrates evidence of the writing process in final draft

In an **unacceptable** paper, a student

- Rarely includes or analyzes source material that forwards a purpose
- Chooses sources that are unreliable, not credible, not varied, or not suited to purpose
- Rarely selects direct quotations that suit purpose or uses quotations to the exclusion of

original writing  
Rarely incorporates quotations grammatically  
Inaccurately or incorrectly cites in-text or works cited according to APA style  
Does not show evidence of the writing process

#### Grading:

The “A” paper demonstrates strengths in critical thought, rhetorical development, and rhetorical grammar. It also demonstrates fulfillment of the criteria for the writing assignment. It is insightful, engaging, and informative. It is free of grammatical, careless, idiosyncratic or dialectical items. It displays a strong command of Standard American English (SAE), and it demonstrates extensive analysis of the subject matter through research and reflective thought.

The “B” paper demonstrates some strengths of the “A” paper but displays a few key weaknesses. It shows some critical thought and some area of development, but it lacks substantial support for the claims. It may have grammatical or careless errors. It fulfills some of the criteria for the writing assignment, but it is a bit lacking in other areas.

The “C” paper demonstrates strengths in few areas and has more weaknesses than strengths. It lacks in areas of critical thought, rhetorical grammar, and fulfillment of the criteria for the writing assignment.

The “D” paper needs much improvement. It is deficient in areas of critical thought, rhetorical development, and rhetorical grammar. It is especially lacking in fulfillment of the criteria for the writing assignment and displays poor usage of Standard American English (SAE). It shows significant weaknesses in development of the paper.

The “F” paper lacks significant thought and has deficiencies in such things as critical thought, rhetorical development, and rhetorical grammar. It does not appropriately fulfill the writing assignment. It has too many grammatical and careless errors, and it lacks insight. It is poorly prepared and does not fulfill the criteria for the writing assignment.

#### **VII. Academic Support Resources:**

In addition to supplemental instruction, students have at their disposal various support resources, including the online programs Smarthinking and Criterion, and students are urged to consider visiting the University College Writing Center for assistance with their written assignments.

## VIII. Course Outline and Assignment Schedule

English 120  
Fall, 2011

Instructor: G. McConnell (gmccConnell@uncfsu.edu)  
Office: Butler 124 Hours: TR 9—11, W 10—3

- August      18    Course Introduction and Policy Review
- 23    Public Policy: Victimless Crime, Prohibition and Legalization  
                        The Categories of Argument: Organic, Economic, and Aesthetic  
                        The Issue: State-sanctioned and State-sponsored Gambling
- 25    In-class Writing (ten point maximum)
- 30    Documentary Film: *Gambling* (History Channel)
- September    1    Discussion of Film Review
- 6    \*\*\*Documentary Film Review Due (APA Citation)\*\*\* (10%)  
                        Websites: **The Cato Institute** (Research Source)  
                                      **Serendipity** (Not a Research Source)
- 8    Visit to Website
- 13    Sample Website Review
- 15    Stylistic Practice: Sentence Revision
- 20    \*\*\*Website Review Due: **CATO Institute** (APA Citation)\*\*\* (10%)
- 22    Introducing and Summarizing Sources
- 27    Website Visit: The APA Style Sheet
- 29    The Art of Summary: Samples
- October        4    Conducting Research
- 6    Practicum: Researching Databases
- 11    The Art of Paraphrase, the Act of Plagiarism
- 13    \*\*\*Source Analysis Paper Due (APA Citation) \*\*\* (10%)  
                        Writing the Abstract
- 18    Fall Break
- 20    Arguing All Approaches: Organic, Economic, Aesthetic
- 25    Sample Abstracts
- 27    \*\*\* Abstract Due\*\*\* (5%)
- 28    \*\*\*Last Day to Drop a Course\*\*\*
- November     1    Conferences on Research Paper: Butler 124
- 3    Conferences on Research Paper: Butler 124

	8	APA Presentation of Citations
	10	Research Paper Checklist
	15	***Research Paper Due (Works Cited)*** (30%)
	17	Case Study: Analysis
	22	Analysis of Source Material
	24	Thanksgiving
	29	***Analysis Paper Due (APA Citation)*** (15%)
December	1	Final Evaluations

All graded work will be evaluated on a ten-point scale: 90=A, 80=B, 70=C, 60=D.

From time to time the class will write short items in class for stylistic practice and paper drafting, all of which will be used to determine the grade for class work, each in-class writing worth twenty points, or two per cent of the final grade. There is also an attendance component to class work: each absence beyond the third costs one point off the final average, late arrivals and early departures one-half point.

Papers are due at the beginning of class, and they must be written in the third person, typed, and handed in no more than one class day late (for a 10% penalty). Students should email only papers that otherwise would be late so their timely reception may be noted, but the professor will not print them. Printed versions of these emailed papers must be handed in the next class the student attends.

If a student revises a paper, the paper is due the next class day, and the paper grade will be the average between the first and second versions.

Paper Weights:	Documentary Review (400 words):	(100)
	Website Review (400 words):	(100)
	Source Analysis (300 words):	(100)
	Research Abstract (200 words):	(50)
	Research Paper (2,000 words):	(300)
	Final Essay (400 words):	(150)
	Class Work:	(200)

In case of a forecast absence, students should not call the professor but see him upon their return. Students are referred to the official, on-line version of this syllabus.

## **IX. Teaching Strategies:**

This course will employ a variety of approaches to research and argument, including discussion, real time outlining, in-class drafting of papers, and the viewing of online research materials.

## **X. Bibliography:**

APA Manual of Style (on-line version available)

Drug Policy Alliance Network.org

White House Drug Policy.gov

Library Items on Reserve

Research Materials Furnished by Instructor