ENGLISH 1020: RESEARCH AND ARGUMENTATIVE WRITING  
SPRING 2014

COURSE INFORMATION  
ENGL 1020-28, MWF, 10:20-11:15, College of Education 240  
ENGL 1020-40, MWF, 11:30-12:25, Peck Hall 312  
ENGL 1020-50, MWF, 12:40-1:35, College of Education 110

INSTRUCTOR INFORMATION  
Instructor: Dr. Brett Hudson   Office: PH 367  
Phone: 494-7879    Office Hours: MF 1:50-4pm; W 1:50-3pm  
E-mail: brett.hudson@mtsu.edu    TH 8am-3pm by appointment

E-mail is the best way to contact me; however, I will respond to e-mails only when a response is requested. Please provide your full name and your course and section number.

REQUIRED TEXTBOOKS and MATERIALS  
3. Several letter-size manila folders

COURSE DESCRIPTION  
The primary objective of Research and Argumentative Writing is to prepare students to enter into the academic conversations of their college and professional lives. We will be making Civic Duty the topic of our academic conversation, and we will discuss and analyze issues related to civil and human rights, poverty and wealth, and justice and law. Please be prepared to discuss difficult issues regarding crime, prisons, poverty, and prejudice. With these issues in mind, students will develop their critical abilities in reading, creating, and writing arguments. We will first focus on listening to academic conversations as we read various argumentative texts and academic essays. As students improve their strategies for reading and analyzing different types of texts and materials, they will learn how to better adapt their own written arguments to their audience and purpose. We will then move on to responding to the academic conversations as students begin developing their own opinions in regard to on-going discussions in our society. The final stage of this course requires that the students fully enter the academic conversation by furthering the academic conversation with their own original argument.

Students can expect to spend an ample amount of time each week reading articles as well as preparing and drafting essays. The writing assignments of this course will be a progression that encourages students to rework ideas as the rhetorical purpose of their assignment changes. Thus, students will gain a greater sense of the process of writing: prewriting, drafting, rewriting, and editing.
COURSE ASSIGNMENTS

Out-of-Class Essays: Students will write three out-of-class essays during the semester:
Summary (1-2 pages), Summary & Response (2-3 pages), and Researched Argument (6-8
pages). All three essays are required to pass the course. The essays must follow every
requirement listed on the essay assignment handout given for the particular essay. I may require
first drafts. Both first and final drafts of essays written outside of class must be typed, double-
spaced, on standard white paper with 12-point Times New Roman font and one-inch margins on
all sides. Please proofread your essays carefully. Reading essays out loud is a good way to locate
typos and mistakes. The rough draft of your papers may receive comments and suggestions from
other members of our class. On peer-review days, bring two copies of your completed draft to
class. Please see Deadlines section for late submissions.

Research Proposal, Annotated Bibliography, and Multi-Faceted Outline: In preparation for
the final researched essay, students will answer a 1-2 page research proposal survey which
explains the rhetorical purpose of their argument. Furthermore, students will create a 10-entry
annotated bibliography in support of their final argumentative essay; bibliographical citations
will follow MLA guidelines. As a final preparatory step in the writing process, students will
create a multi-faceted outline for their arguments.

Evaluating-Sources Exam: As a mid-term exam, students will be tested on their knowledge of
the different types of academic sources and the methods of evaluating those sources.

In-class Essay: Students will write an in-class essay as their final exam. This essay is required in
order to pass this course.

In-class Arguments: Students will participate in developing, outlining, researching, and
presenting an argument as a group. This activity will take place over the course of multiple
weeks, giving students an opportunity to participate multiple times and in multiple capacities.
Participation is required in order to earn points for this assignment.

GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Summary &amp; Response Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Multi-Faceted Outline of Argumentative Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Researched Argumentative Essay</td>
<td>25%</td>
</tr>
<tr>
<td>In-class arguments</td>
<td>5%</td>
</tr>
<tr>
<td>Evaluating-Sources Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Final In-Class Essay</td>
<td>5%</td>
</tr>
</tbody>
</table>
GRADING SCALE
The grading scale is: A (100%-93%), B+ (92%-89%), B (88%-85%), B- (84%-81%), C+ (80%-77%), C (76%-73%), C- (72%-69%), F (68% and below). In order to pass this course, you must complete all of the assignments, and you must earn at least a C-, that is a grade of no less than 69%. No Ds will be given as a final grade in accordance with Department policy; however, you may receive a D on individual assignments. If you complete all the necessary work of the class but fail to meet the standards for passing, you may receive an N. This grade requires you to repeat the course but does not affect your GPA. If you are repeating this course, you cannot receive an N.

ATTENDANCE
You are allowed up to five discretionary absences to be used throughout the semester for medical, family, or situational emergencies. You do not need to provide justification for these absences. You will be deducted 5% of your final grade for each absence after five absences. After nine absences, you cannot be given a passing grade. If you must be absent because of required university activity, military duty, or other valid reasons, you must talk to me before the absence. If you miss class, you are responsible for turning in late assignments, and you should seek out any assignments and notes given out during the missed class.

As a courtesy to the class, I expect you to be on time and to remain until class is over. If you know beforehand that extenuating circumstances will keep you from being on time on a certain day, just let me know. If you are excessively late for class or if you leave class early without explanation, I may count you absent for the class. When it comes to attendance and tardiness, communication is the key. I want to work with you on any unavoidable circumstances which arise throughout the course of the semester. If you come in late to the class, it is your responsibility to inform me of your presence for the class immediately after the class otherwise you may be counted absent.

DEADLINES
All out-of-class assignments are due at the beginning of class on the dates which they are to be turned in. If assignments are turned in after class or late, they will receive 5% reductions for each class period that they are late. After three weeks, late assignments will not be graded. All work must be turned in by the last regular class period. Essays turned in late at my office or mailbox will be counted as turned in on the day I receive them in person. An excused absence excuses your attendance not your essay’s attendance. Essays and assignments are due no matter whether you are in class or not. It is your responsibility to inform me of days that you will not be in class, and it is your responsibility to work out with me how you will get the essay or assignment to me before class on the day that you will be missing.
ACADEMIC SUPPORT AND HELP ON WRITING ASSIGNMENTS

I encourage you to use the support MTSU offers, such as the Library, study skills workshops, and tutors in the University Writing Center. The UWC is located in the Walker Library, Third Floor. It is free to all MTSU students. The UWC offers a variety of services, including workshops, tutoring, and a website (http://www.mtsu.edu/uwc).

ACADEMIC INTEGRITY

Plagiarism is a form of academic dishonesty and is a serious offense in this class. Plagiarism is submitting another person’s original work or ideas as your own. Intentionally using someone else’s ideas or words without documentation, allowing someone else to write the essay, taking the essay from another person or place (a fellow student or a website), or using one of your own essays from a past class without the written permission of myself and your previous teacher are all examples of plagiarism. Intentional plagiarism will result in a failing grade (0%) on the paper. I am required to report all instances of academic misconduct to the Provost’s Office. See the MTSU student handbook for an explanation as well as the possible consequences of engaging in academic misconduct. The Provost’s Office may impose additional sanctions such as probation or suspension. To avoid such penalties, always do your own work, and ask for help when you are using source material. You can get help in class, during my office hours, at the University Writing Center, from a librarian, or online at Purdue’s OWL. Please be aware that some of your essays will be turned in and processed through a plagiarism-checking software in D2L.

CLASSROOM CONDUCT

You are expected to behave as adults in this classroom. You must have complete respect for the other students’ rights and their intentions to receive a full and unhindered education. Electronic items not directly related to an English composition classroom must be TURNED OFF and in your bag. Using electronic devices in support of your education is a privilege which can become a distraction. I encourage you to use laptops and tablet computers wisely. You must request permission to record, video, or photograph any portion of the class. Cell phones should be set on vibrate in the case that the EMTS is activated by the university.

DISABILITY POLICY

ADA accommodation requests (temporary or permanent) are determined only by Disabled Student Services. Students are responsible for contacting the Disabled Student Services Office at 898-2783 to obtain ADA and for providing the instructor with the Accommodation Letter from Disabled Student Services.

LOTTERY INFORMATION

You are responsible to know and adhere to the terms and conditions of whatever means of financial support you benefit from. In no instance can your instructor be held responsible for any neglect of your duties. For Lottery rules, please refer to your Lottery Statement of Understanding form, review lottery requirements on the web, or contact the Financial Aid Office at 898-2830.
**DAILY ASSIGNMENTS**

This is a **tentative** list of the class activities and assignments. Some assignments might change; therefore, class attendance is always mandatory to insure that you stay aware of any late-breaking news. You are required to bring all of your texts to each class meeting. Texts are listed under abbreviated titles: *They Say / I Say* = TSIS, *Research Matters at MTSU* = RMM. You must read the assigned reading for the class period by which it is listed.

**WEEK 1**
1/17  Introduction to the Class

**WEEK 2**
1/20  **MLK Day; No Classes**
1/22  Rhetorical Situations and the Rhetorical Triangle
1/24  Assign Summary Essay

**WEEK 3: Listening to the Conversation**
1/27  Academic Conversations and Disciplines  
  Read: TSIS 1-15; RMM 182-186
1/29  Reading Analytically and Critical Reading Skills  
  Read: RMM 9-22; TSIS 19-29
  **Deadline to drop class without a grade.**
1/31  Outlining Other People’s Arguments  
  Read: TSIS 564-67; RMM 113-126

**WEEK 4**
2/3  The Art of Summarizing and Paraphrasing  
  Read: TSIS 30-41; TSIS 568-71; RMM 127-133
2/5  The Art of Quoting  
  Read: TSIS 42-51
2/7  The Conversation on Prisons  
  Read: Handout 1 on Pipeline

**WEEK 5: Responding to the Conversation**
2/10  Assign Summary & Response Essay
  **Summary Essay Due;** Read: TSIS 55-67
2/12  Voice Markers and Transitions  
  Read: TSIS 68-77; TSIS 105-120
2/14  The Conversation on Prisons  
  Read: Handout 2 on Pipeline
WEEK 6: Furthering the Conversation
2/17 Introduction to Arguments
Read: RMM 001-003
2/19 Finding Your Voice and Owning Your Topic
Read: RMM 1-8; TSIS 121-128
2/21 Knowing Your Audience
Read: TSIS 92-101

WEEK 7: Manipulating Arguments with Rhetoric
2/24 Appeals to Ethos and Pathos
Read: RMM 004-013
2/26 Syllogisms and Logical Fallacies
2/28 Peer Review Workshop
Bring Two Copies of Essay Draft

WEEK 8
3/3 Evaluating Sources
Summary and Response Essay Due; Read: RMM 100-112
3/5 Conducting Research
Read: RMM 60-98; TSIS 145-155
3/7 Evaluating-Sources Exam

WEEK 9
3/10 Spring Break; No Class
3/12 Spring Break; No Class
3/14 Spring Break; No Class

WEEK 10
3/17 Assign Research Projects
Read: RMM 46-57
3/19 Library Instruction Day; Class Meets in Library
3/21 No-Class; Library Research Day
Work on Research Proposal and Bibliography

WEEK 11
3/24 Final-Essay Topic-Discovery Workshop
Read: RMM 23-36
3/26 Annotated Bibliography Workshop
Research Proposal Due; Read: RMM 139-147
3/28 MLA and Style Guides
Read: RMM 243-305
Deadline to drop class with a “W”.
WEEK 12
3/31 Calls to Action
   Read: TSIS 434-441
4/2 Final-Essay Thesis Workshop
   Read: RMM 150-169
4/4 No Class; Library Research Day
   Read: Handout 3 on Pipeline

WEEK 13
4/7 Intro to Group Argument - Assignment of Teams and Topics
   Annotated Bibliography Due; Read: TSIS 141-144
4/9 Final-Essay Outline Workshop
   Read: TSIS 105-120; RMM 157-167
4/11 Group Argument - Audience Profiling and Research
   Read: Handout 4 on Pipeline

WEEK 14
4/14 Final-Essay Counter-Argument Workshop
   Read: TSIS 78-91
4/16 Drafting Your Essay
   Read: TSIS 170-181
4/18 Group Argument - Research and Outlining

WEEK 15
4/21 Final-Essay Peer-Review Workshop
   Bring Two Copies of Essay Draft
4/23 Group Argument - Presentation Planning
   Read: RMM 216-233
4/25 Presentation of Group Arguments

WEEK 16
4/28 Argumentative Essay Due; Presentations of Individual Arguments
4/30 In-Class Essay; Last Day of Class