Instructor: Ms. Onyx N. Musgrove  
Meeting time: TR 12:30-1:45  
Office Hours: T By appointment; W 2-4  
Office phone:  
musgroveo@titan.sfasu.edu

Classroom: LA 271  
Office location:  
Email:  

Prerequisites:

Pass or exemption from THEA or a C in English 099. Students must earn a C or higher in English 131 to be admitted to English 132.

Required Materials:

1. Lumberjacks Write
ISBN: 978-0-393-93382-6
3. Composition notebook

Course Description:

*English 131 is the study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments are designed to address rhetorical analysis and evaluation and critical responses to close readings of texts. Students who do not qualify for English 133H or 235H are required to take this course.*

What is English studies? Many people understand this discipline to include literature analysis, linguistics (the scientific study of language), and creative writing. But, is there more than meets the eye; and if so, how could English studies benefit someone studying law, medicine, or fashion design? In this course, we will attempt to answer these deceptively simple questions through lecture, discussion, group work, and field study. All assignments will build and reinforce the necessary skills required of professional and scholarly writing.

Students will complete three essay assignments and a research-based literary analysis designed to introduce rhetorical situation and the three appeals, to teach the writing process and style, and to promote critical analysis skills.

Learning Outcomes:

1. Experience in all phases of the writing process, including invention, drafting, revising and editing, and producing and presenting formal essays, and other non-fiction prose genres.
2. Ability to identify the rhetorical situation of a given text or work, including the purpose of the speaker, the needs of the audience(s), the content of the message, and the context of delivery; also be able to apply the rhetorical situation as a model for constructing their own texts and communications.

3. Ability to analyze the rhetorical appeals (ethos, pathos, logos) of a given text or work and to use rhetorical appeals effectively in their own compositions.

4. Experience in composing expressive, explicatory, analytical, and persuasive essays in response to specific requirements and/or situations.

5. Skill in identifying and appropriately using the various forms (or modes) of composition, including narrative, classification, division, example, and compare/ contrast, in written, visual, and oral communication.

6. Ability to participate effectively in collaborative problem-solving, critical thinking, analysis, presentation, and written response within various group scenarios and projects.

7. Increased proficiency in writing unifies, clear, and coherent paragraphs consisting of well-organized and grammatically correct sentences, including a topic sentence and additional sentences that support and explain the topic in sufficient detail.

8. The ability to effectively combine and apply critical thinking, problem-solving, composition, grammar, and document design skills to develop effective expositions and arguments on a variety topics across a range of disciplines.

Texas Exemplary Educational Objectives for English 131

The English 131 learning outcomes meet the following Texas Exemplary Educational Objectives (EEOs):

* Communication EEO 1: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

* Communication EEO 2: To understand the importance of specifying audience and purpose and to select appropriate communication choices.

* Communication EEO 3: To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

* Communication EEO 4: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

* Communication EEO 5: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

Evaluation Procedures:
I will use a weighted system to evaluate student progress, which means that each assignment will receive a score out of 100 possible points. I will multiply this score by the weighted percentage for each assignment and average the totals to determine the final grade.

*Personal Narrative (3-4 pg)........................................15%
*Profile (4-5 pg)..............................................................15%
*Rhetorical Analysis (5-6 pg)..........................................15%
*Research Paper (8-9 pg)...............................................25%
*Daily Work.................................................................15%
*Final Exam..................................................................10%
*Participation, Preparedness, Attendance.......................5%

Scoring Methodology

Descriptions of the four individual essay assignments will be distributed as each is assigned.

Daily Work: Students will be required to complete all in-class activities and homework exercises. This score will include, grades earned for group activities, workshopping, presentations, and assigned exercises.

Group Work: Students will be assigned individual grades for their contributions. Those who miss any part of a group assignment due to an excused absence will be required to produce an alternative assignment.

Final Exam: This is a two-hour in-class essay exam that will measure students' ability to write a logical, stylistically clean essay. During the exam, students will respond to their choice of one of two provided prompts.

Participation: Students will be required to keep a composition book for pre-writing activities done in and outside of class. This book will be turned in at mid-term and the week before finals and graded for completion.

Preparedness: Students are expected to bring assigned materials to class on a daily basis, complete and thoroughly understand all readings (students should take note of difficult passages and for clarification in class), and finish all drafts on time.

Attendance: While university guidelines permit students to miss nine absences for MWF classes and six for TR, the structure of this class requires activities that can not be duplicated outside of the classroom environment. Therefore, I can not allow students to miss more than six classes for a MWF course and four for a TR without penalty. Students who exceed this amount of absences will receive a 5% deduction for each additional absence. After receiving nine absences from MWF classes and six for TR, students will automatically fail.

Late Work:
Generally speaking, I do not accept late work. This class is process oriented, and the only way for students to benefit is to complete all stages of each assignment as we progress. Students who experience extenuating circumstances should communicate with me about their situation prior to a deadline.

**Other Policies:**

Please remove caps, hats, and sweater hoods before entering the classroom. You should also switch your phone to silent and place it out of sight, unless you have an urgent situation that requires you to take calls. In this case, you may turn on the vibrate setting and quietly exit the class as needed.

**Academic Integrity (A-9.1)**

Academic integrity is a 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.

**Definition of Academic Dishonesty**

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)

**Withheld Grades - Semester Grades Policy (A-54)**

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/.

AARC

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.

Tentative Schedule:

Week 1: 8/31- ice-breaker activity, syllabus, preview next two weeks

*hw- Lumberjacks Write pp. 2-25

Week 1: 9/2- grammar crash course/ common errors review
*pp. 172-213 in Lumberjacks Write

*hw- Read pp. 48-57 in Lumberjacks Write (daily work score for completing questions)

Week 2: 9/7- The Three Appeals

*hw- read lumberjacks write 40-57 (daily work score for completing questions)

Week 2: 9/9 - The Writing Process

*Discussion of pp. 40-57 in Lumberjacks Write

*hw- read pp. 26-37 of the Norton Field Guide to Writing

Week 3: 9/14- The Personal Narrative

*Introductory anecdotes
*Walking through the writing process (free-writing and brainstorming activities)

*hw- rough draft due next class

Week 3: 9/16- Peer-edit (rough draft due)

*hw- Make revisions and visit the AARC
Week 4: 9/21- Youtube project

*Intro. and group meetings

*hw- Final draft due next class
*bring necessary materials for filming

*hw- Youtube project due week 5: class 13

Week 4: 9/23- The Profile (Personal Narrative due)

*Introduction to the profile essay- discussion of pp. 165-170
The Rhetorical Situation: “Rural Idaho” pp. 161-65 and “Johnny Depp” pp. 860-867
*Overview of the interview/ observations assignment pp. 394-97

*hw- Conduct interview

Week 5: 9/28- Invention

*Using clustering to analyze and organize data

*hw- Rough draft due next class

Week 5: 9/30- Peer Edit (Rough draft due)

*hw- Revise and visit the AARC
*Youtube project due next class

Week 6: 10/5- Oral Report (Youtube project due)

*Lecture on adapting a paper for oral delivery

*hw- Final draft due next class and work on oral report

Week 6: 10/7- Critical Analysis (Profile due)

*Responding to an article (TBA) through ink shedding

*hw- Oral reports due next class

Week 7: 10/12- Oral Report Presentations

*hw- Read pp. 63-76 in Lumberjacks Write

Week 7: 10/14- The Rhetorical Analysis

*Intro. lecture and paper assignment preview
*Determining the Rhetorical Situation activity
*hw- Article exercise (see handout)

Week 8: 10/19- Analysis and discussion of article exercise (done in pairs)

Rhetorical appeals in the media

*Examine and discuss commercials, campaign ads, and 1950s women’s magazines

*hw- Analyze article for the three appeals (2-4 sentences) describing what appeals the author employs and how he or she uses them
*Each pair bring a poster-board, an old magazine, a copy of each of your articles and your choice of crayons, markers, or colored pencils

* Read pages 223-24 of Norton Field Guide on outlining

Week 8: 10/21- Style

*Brief intro. to style
*Collage activity

Using outlining to invent

*Thesis statements
*Rhetorical Analysis essay assignment

*hw- Write intro. paragraph and read pp. 242-46 and 229-34 Norton Field Guide

Week 9: 10/26- Becoming your own editor (Problems of computer/ peer-editing)

*hw- Rough draft due next class

Week 9: 10/28- Editing workshop  (Rough draft due)

*Self-edit with a red pen by practicing techniques on pp. 242-46 of Norton Field Guide
*Peer-edit with a blue or black pen

How to use Steen Library (we will go as a class to the lobby on 1st floor of library)

*hw- Edit and submit through AARC Owl
*Final draft due next class
*Read pp. 143-152 in Norton Field Guide
*Read “A Rose for Emily” pp.787-796

Week 10: 11/2- The Literary Analysis  **(Rhetorical Analysis due)**

  *Unit preview and introduction to the Literary Analysis
  *Review of literary devices and short-story structure
  *Practice in class

  *Analyze “A Rose for Emily”
  *Discuss L.A. assignment

  **hw-** select a short-story and begin 5 page L.A.

Week 10: 11/4- Conducting Research and Creating MLA citations

  *Evaluating sources and information pp. 118-20 of Lumberjacks Write
  *Techniques for note-taking
  *Plagiarism review pp. 18-23 of Lumberjacks Write
    *Walk through MLA style guide pp. 428-67 of Norton Field Guide
  *Introducing quotations pp. 120-25 of Lumberjacks Write

  *MLA citation scavenger hunt

    **hw-** Bring a pack of 100 note-cards for next class
    *Literary analysis due next class
    *sign up for editing conference with me

Week 11: 11/9- Library day (meet on 4th floor and bring laptop if available)
**(LA due)**

  *Generating big questions discussion
    *Individually compile a list of 10 big questions
    *Look for 10 potential sources and cite using MLA

  **hw-** find the remaining sources of your 10

Week 11: 11/11- Library day (meet on 4th floor and bring laptop if available)

  *Begin researching big questions

    **hw-** Continue research
    *bring post-it notes or tabs to class and a copy of your analysis
Week 12: 11/16- Combining the Analysis and Research lecture

* Lecture and mapping activity
* AARC Workshop

*hw- Continue research
  *Begin combining your research and analysis
  *Sign up for progress report conferences with me

Week 12: 11/18- In-class workday

*hw- Rough draft due next class

Week 13: 11/23- Self edit / instructor feedback  (Rough draft due)

*hw- Submit to AARC Owl
  *Final draft due next class

Week 13: 11/25- No class Thanksgiving Holiday

Week 14: 11/30- Invention Exercises  (RBLA due)

* Cubing, listing, and looping pp. 220-22 of Norton Field Guide

* Practice with timed essays

*hw-

Week 14: 12/2- Final Review- grammar, style, rhetorical situation, three appeals, etc. (Comp. books due)

Week 15: 12/7- Writing Exercises/ Final Preparation

Week 15: 12/9- Writing Exercises/ Final Preparation

Week 16: Final Exam TBA