**English 131.039 Rhetoric and Composition**
**Tuesdays and Thursdays 8:00 – 9:15AM**
**Ferguson 292**
**Fall 2017**

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Office Hours: TR 9:30 - 11:30 AM
F 11:00AM - 12:00PM
and by appointment, if necessary

**Course Prerequisites**
Pass or exemption from THEA or at least a C in English 099. English 131 is required for all students who do not qualify for English 133H or English 235H. Students must earn a C or higher in English 131 to be admitted to English 132.

**Required Course Materials**
*The Writer’s FAQs: A Pocket Handbook*
Written By: Muriel Harris and Jennifer L. Kunka
Publisher: Longman
Sixth Edition

*Lumberjacks Write* (provided for you by the department)

Supplemental PDFs via D2L
Ready and Consistent Access to the Internet and Socrative
Working and Reliable Printer Access

**Course Description: ENG 131: Rhetoric and Composition**
The study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts.

In this course, we will focus on all three forms of rhetoric: visual, oral, and written. Even though a majority of your grade will come from written essays, you will be required to learn and utilize the skills necessary for visual and oral communication, in order to prepare you for the types of communication that you will be required to use while you work through your college and professional careers in this modern, global society. To facilitate this, technology will be a major factor in this course.

*And, as stated above, all students must earn a grade of C or higher to be admitted to English 132.*
English Program Learning Outcomes
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.
At the completion of this course, students will be able to:

- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (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).

Grade Breakdown
Students are required to complete four formal essay-based projects and at least one in-class timed essay. While these projects make up the majority of your grade, it will also consist of a daily homework/journal, and a grade for daily attendance and participation. Grading in this class will be done via points. Each assignment is worth a certain amount of points. At the end of the semester, they will add up to 1000 points.

To determine your final grade, simply add them all up and move the decimal over one spot.

The distribution for each is as such:
Personality Narratives ________ 100 points
Rhetorical Analysis _________ 125 points
Ethnographic Essay ____________ 150 points
Argumentative Essay __________ 175 points
Final Exam ___________________ 100 points
Attendance and Participation _____ 100 (25 points X 4 Units)
Daily Work ____________________ 250 (62.5 points X 4 Units)

Total Points per Letter Grade
A: 1000-900
B: 899-800
C: 799-700
D: 699-600
E: 599 and below

**Major Paper Due Dates**
Each quarter, a full schedule (of the work we are doing and when it is due) will be posted in the appropriate folder on D2L, but to help you organize and prepare, here is a list of the due dates for all of our major papers. Please see D2L for specific rules and regulations on the submission procedure.

Personality Narratives – Thursday, September 14
Rhetorical Analysis – Thursday, October 10
Ethnographic Essay – Thursday, November 2
Argumentative Essay – Thursday, November 30
Final Exam – Thursday, December 14 (8:00 – 10:00 AM)

**Note on End of Semester Grading**
Please be advised that I do not “bump” grades. The grade you earn is the one that will show up on Banner: SFA’s official grade reporting system. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. The only revision option is the Formal Revision, which is listed below. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89.

**Desire 2 Learn (D2L) Online Classroom and Email Access**
This course relies heavily on the D2L online classroom (https://d2l.sfasu.edu/). The site will hold an electronic copy of this syllabus, the unit schedules, all reading materials not found in the assigned textbooks, and any other handouts or material necessary. All topics will be assigned via D2L, and all major papers must be submitted through the Dropbox link on the site. It will also act as the primary email service for this class.

*It is the student’s responsibility to regularly check both the site itself and the email services.*

**Formal Revision**
Towards the middle of the semester, you’ll have the chance to raise the grade of the first or second major assignment for up to thirty points by heavily revising one of the previously graded essays assigned in this course. In order to receive credit for the formal revision, you must have the original graded assignment (the one I’ve marked up), a heavily revised version, and a two to three full page justification of the changes, as well as meet with me outside of class at least two times. The purpose of this assignment is to improve skills, not just a grade, so it will only apply to the first or assignment, and the original grade must have either been a D or an F. You cannot revise both papers.

See D2L for a more detailed description of this assignment.
Attendance and Participation

In order to do well in any college class, regular attendance and active participation are essential. A course like this one in particular is designed to help you develop specific skills needed to communicate effectively in college and beyond. As with any skill-based learning, students in this class will be given specific tasks and hands-on guidance in order to hone those skills. This cannot be done outside of the class alone. Therefore, attendance and participation is included in your grade for this course.

Essentially, every day you are in class and actively working on improving your skills, you will earn points. When you are not in physical and mental attendance, then you will be counted absent. If you arrive late to class (more than ten minutes late), tardy or absence for leaving early (without permission) will be determined based on the amount of time you are not in attendance that day. Three tardies equal one absence.

Any student who earns more than six absences will earn an automatic F in the course.

The only exceptions to this are physical absences with excused documentation. There are three types of excused absence: medical emergency, school sponsored event, or important event (such as wedding, funeral, etc). See D2L for a more detailed description of how to obtain these kinds of excuses and other important information for the attendance and participation policy.

Late Work

Daily Work
The standard policy is absolutely no late work will be taken on daily work. The only exception to this is an emergency situation, such as a severe illness. Please be advised that formal documentation of that emergency situation must be provided (such as a doctor’s note) within one week of the absence. Any other absence, such as a school-sponsored event or planned doctor’s appointment, is not eligible for this exception, since it is known about and work can be submitted in advance to absence.

Major Assignments
Late work on major assignments can be turned in up to seven days from the original due date. Please be advised that a five percent deduction will be applied for every day between the submission and original due date. This includes weekends and holidays. Late calculations will be counted by date and time of when assignment is originally due. Late major work is not eligible for documented excuse exemptions, since they are known well in advance.

Submission Policy

Daily Work
All work done outside of class must be typed and printed out. Unless specifically told otherwise in class, all daily work assignments must comply with proper MLA, according to the required manual (listed above). Document must be clean: no writing, major wrinkles or stains. Multi-page documents must be stapled.
Major Assignments
All major assignments require a double submission: print and digital. Print submissions must be typed and comply with proper MLA, according to the required manual (listed above). Document must be clean: no writing, major wrinkles or stains. Multi-page documents must be stapled and/or clipped together.

Digital copies (of the exact version as the print submission) must be submitted to the appropriate D2L dropbox by the beginning of class on the due date. This submission must be saved in Microsoft Word, either .doc or .docx, in order to be opened and graded.

Any document that cannot be opened will not be graded, thus earning points off (up to earning a complete zero).

Academic Integrity
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

Course Specific Policy on Plagiarism
I take plagiarism and cheating very seriously, but I also understand that this is an introductory composition course, so I have very specific rules that apply to plagiarism specifically. See D2L for more specifics.

Withheld Grades - Semester Grades Policy
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/.

**Other Classroom Policies**

**Food:** Snacks, such as chips or crackers, are okay. Sodas or liquids are okay too, but please be mindful of possible spills or messes, which (should they occur) you will be responsible and required to clean up. Please do not bring in a whole meal; this includes cafeteria take-out or fast food bags. It is very, very distracting and disrespectful, plus it takes up too much space. If you bring it, you will be asked to leave or throw it away; your participation grade for the day will suffer as well.

**Golden Rule:** I am a firm believer in the golden rule: “treat others as you would be treated.” This means that I take disrespect and rudeness as highly offensive, against me and, especially, my students. If I see this, your participation grade for the day will suffer, and (depending on the severity) there might be other consequences. Please note that this rule applies both in and out of the classroom, i.e. while waiting outside my office, communicating with each other (or me) via school email, discussion boards, etc.

**Last Note**

If, at any point in the semester, you feel that you need to talk to me outside of class, please do not hesitate to come by my office or email me. I am more than willing to help by reviewing some of the content covered in class, brainstorming topic ideas for your paper, or anything of that nature. You are welcome to e-mail me if you have any questions or cannot make my hours. Many students are scared to come to the professor’s office, because they find it daunting or feel “unworthy.” Please do not think anything like this. If you have a question or if you need help, come see me. I’m here for a reason, and I want to help you. It is my job to help prepare you for academia; this semester might be hard, but I really do hope that you enjoy your time in this class, improve your writing skills, and learn some things you never knew. I look forward to working with each one of you this semester.