FALL 2017 COURSE DESCRIPTION
ENGLISH 131.040

In this course, we will explore definitions of literacy. How does literacy impact communication? Does use of spelling, punctuation, grammar, and/or syntax change perceptions of literacy?

We will explore the influences and communities that shape us as communicators and consider our responsibilities within them. We will consider ways in which we can advocate using literacy skills, and we will assess our present habits, to practice strategies that lead to improvements in written, oral and visual communications.

English 131 includes 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, evaluation, and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

What Is Literacy?

Materials and Texts

You will need materials to create an individualized record of your learning experience such as notebook, laptop, paper, embellishments, “memory stick,” etc. We will use The Norton Field Guide to Writing with Readings 3E (third edition)—not the most recent edition—available used through online sources such as Amazon for approximately $10 or less; and Lumberjacks Write, provided by the University at no additional charge, Other tools, texts, and handouts may be provided by the instructor. We will use D2L, the school’s learning system.

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ENG 131.040
12:30 pm TR Ferguson 184
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Hours: 9:30 am – 10:45 am
Tuesday & Thursday (T & R)
Other hours by appointment

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Student Learning Outcomes for English 131

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).

General Education Core Curriculum

It is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking 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.

This is a general education core curriculum course and no specific program learning outcomes for the English Major are addressed in the course.
Grading Policy

Your grade depends entirely on you—on your effort and participation. Your grade will not derive from my judgment about the quality of your writing. See the Learning Contract to learn how to make a guaranteed B in this course. Grades higher than B, however, are based on my judgment of writing quality. To earn an A, you must exceed the course requirements—particularly for your final portfolio—and produce texts of exceptionally high quality.

Learning Contract / Course Requirements

You are guaranteed a grade of B in this class if you:

1. Attend class regularly—do not miss more than two classes
2. Meet due dates and specifications for all major assignments
3. Participate: read assigned texts; be prepared to join group and class discussions
4. Complete daily informal, low-stakes research and portfolio writing assignments and activities
5. Give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, on-line discussions, responding to peer questions)
6. Sustain effort and investment on each draft of texts
7. Make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing
8. Copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English
9. Make an appointment with your instructor for an individual writing conference at least once during the mid-portion of the semester to discuss your writing (Not making or missing this appointment counts as an absence for the course.)
10. Submit your learning portfolio at finals (Submit components when directed during the semester)

Missing the Mark

No student should set out to make a grade lower than B. Missing class, arriving late, missing deadlines and specifics of assignments—these are the quickest routes to low or failing grades. This is non-negotiable: You are not eligible for even a passing grade of C if you do not attend at least 11 of the 14 weeks of classes, complete all major assignments, and complete at least 75% of daily work: (D = all major and at least 60% of daily work and F falls below this). More than six unexcused absences will automatically result in failure of the course. Stay in touch with me regarding the likelihood of passing the course if you miss the mark.

Attendance

Take Personal Responsibility: If you plan to miss class, inform me (in writing) beforehand. Exceptional circumstances and emergencies sometimes exist. Contact me as immediately as possible after an absence to inform me of your safety / situation. Valid excuses for missing more than two classes are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Provide written documentation and I will make a decision regarding “excused” absences based on University guidelines. Regardless, you are still responsible for all assignments and activities. Unexcused tardies may add up to become absences (3 tardy = 1 absence). Any student who is unprepared for in-class activities, does not participate, and/or ignores guidelines may be counted absent for that day.
MISCELLANEOUS

Academic Integrity

Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf

Withheld Grades (A-54)

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.

Accessibility and Accommodation

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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservice.

The Academic Assistance and Resource Center (AARC)

The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.
Course Outline

- Introducing the English Language
- The Rhetorical Process
- Visual Texts
- Oral Texts
- Written Texts
- Multi-modal Texts
- Academic Writing
- The Learning Portfolio

Course Work

**Daily Work**
- Attend class as scheduled
- Attend one individual writing conference with instructor
- Read assigned course texts and D2L
- Be prepared to discuss assigned readings in class
- Listen and participate with class lectures and activities
- Research and write about literacy
- Read and review peers’ texts
- Complete other low-stakes tasks as assigned

**Major Assignments**
- Compose a visual text literacy narrative, present it to peers, and write a reflection on the experience (3 activities)
- Research writing strategies and compose the information in two ways, 1) as a written report, and 2) as an oral report with visual aids to be presented during class (3 activities)
- Write a literary analysis on a poem or speech, review it with peers, and revise it (3 activities)
- Write an analytical essay of 6-7 pages plus an additional works cited page defining literacy, review it with peers, and revise it (3 activities)
- Maintain a learning portfolio throughout the semester: 1) Keep a daily record of information and artifacts to document your growth and improvement over the semester, 2) Choose a theme to represent changes as you develop in communication skills, 3) Choose fifteen pages of final draft quality writing to demonstrate improvement, 4) Link examples of early writing to final draft versions with notes, reflections, and other documents to argue your sustained, daily engagement with the course material over the semester, 5) Present the completed portfolio for the final exam
| Week One       | T - Aug. 29 - Getting Acquainted  
|               | R - Aug 31 - Library Tour       |
| Week Two      | T - Sept. 5 - Pre-literacy       
|               | R - Sept. 7 - Introducing English |
| Week Three    | T - Sept. 12 - Literacy Narratives 
|               | R - Sept. 14 - Meaning From Sounds and Symbols |
| Week Four     | T - Sept. 19 - Presentations: Visual Literacy Narratives 
|               | R - Sept. 21 - Reading Critically |
| Week Five     | T - Sept. 26 - Oral Tradition and Spoken Language 
|               | R - Sept. 28 - Literary Analysis: Poems & Speeches |
| Week Six      | T - Oct. 3 - Reading Response Due  
|               | R - Oct. 5 Peer Review         |
| Week Seven    | T - Oct. 10 - Rhetorical Analysis: Ethos; Oral Reports 
|               | R - Oct. 12 - Rhetorical Analysis: Pathos |
| Week Eight    | T - Oct. 17 - Rhetorical Analysis: Logos 
|               | R - Oct. 19 - Written Draft of Oral Report Due |
| Week Nine     | T - Oct. 24 - Oral Reports Due: Writing Strategies 
|               | R - Oct. 26 - Oral Reports Due: Writing Strategies |
| Week Ten      | T - Oct. 31 - Conventions: Essay What Is Literacy? 
|               | R - Nov. 2 - Logical Fallacies and Revision |
| Week Eleven   | T - Nov. 7 - Logical Fallacies and Revision 
|               | R - Nov. 9 - Logical Fallacies and Revision |
| Week Twelve   | T - Nov. 14 - Essay What Is Literacy Due  
|               | R - Nov 16 - Peer Review       |
| Week Thirteen | T - Nov. 21 - Thanksgiving Holiday 
|               | R - Nov. 23 - Happy Thanksgiving Holiday |
| Week Fourteen | T - Nov. 28 - The Portfolio  
|               | R - Nov 30 - The Portfolio     |
| Week Fifteen  | T - Dec. 5 - The Portfolio       |
|               | R - Dec. 7 - The Portfolio       |
| Week Sixteen  | T - Dec. 12 - Final Exam ENG 131.040 10:30 am - 12:30 pm 
|               | R - Dec. 14 - Final Exam ENG 131.001 8:00 am - 10:00 am |