Syllabus for English 131.048
Rhetoric and Composition

Semester: Fall 2017  
Instructor: Kristi Warren
Course number: ENG 131.048  
Email: warrenkr@sfasu.edu
Meeting place: Ferguson 171  
Office: Liberal Arts North 244
Meeting time: Tues/Thurs 11am – 12:15 pm
Office hours: T/R 8:30-10:30 am; 2:00 – 2:30 pm, and by appointment

Course Description
ENG 131, Rhetoric and Composition – 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. 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. (General Bulletin 2016-2017)

You will write five major papers (totaling at least 20 pages), one for each of the following units of study: expressive writing, summary, rhetorical analysis, synthesis/critical analysis, and argument. At the end of the semester, you will create a portfolio that includes final copies of these major papers along with a reflection essay. Student writing will be assessed based on critical thinking skills, grammar and mechanics, organization, style and effectiveness. A group project will include assessment of teamwork. The Final Exam will include multiple choice, short answer, and an extended essay over the unit studies.

Prerequisites
Pass or exemption from THEA or a C in English 099.

Required Texts
No required text - I will include pdf files of the assigned readings in D2L
I suggest purchasing The Pearson Writer (purchase access code through the campus Barnes and Noble)
Lumberjacks Write (provided by SFA)

Student Learning Outcomes for ENG 131:
ENG 131 learning outcomes are the goals that students must meet as part of the Freshman Composition requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos).

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual
communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

General Education Core Curriculum
This course has been selected to be 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, Communication 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.

Grade Criteria:
Your grade will be based on a 100% scale using the above percentages. Grades will be entered into the D2L grades section, where you can access an estimated grade. You will need at least a score of 90 to make an A; at least a score of 80 to make a B; at least a score of 70 to make a C; at least a score of 60 to make a D. Any score below 60 will receive a failing grade. According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus).

Grading Standard based on percentages:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and
translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points. If you make an F on a major assignment, you should make an appointment with me to discuss the matter.

Assignments

The assignments and grades for this course will be weighted as follows:

- Daily work (homework, quizzes, class writings) 15%
- Personal Narrative (2-3 pages) 10%
- Summary Essay (2-3 pages) 10%
- Rhetorical Analysis (3-4 pages) 15%
- Synthesis/Group Project (3-4 pages per person) 15%
- Proposal Essay (6-7 pages) 20%
- Final portfolio and reflection essay 5%
- Final Exam 10%

Every major essay must be submitted and the Final Exam completed in order to pass the course. I will provide detailed descriptions of each assignment, but here are some general notes:

- All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American).
- Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- All drafts and final papers must be submitted through D2L (which automatically submits to TurnItIn). Papers are due by the time class begins. Papers received after that time are considered late.
- Except for your final portfolio, all major assignments will also be submitted electronically. Daily work assigned as homework will be typed and brought to class (not submitted to D2L).
- I generally grade and return major assignments within two weeks after they have been submitted.
- BONUS POINTS – I may give you a chance to earn bonus points by attending (and writing about) a lecture, literary reading, exhibit, etc. Each review is worth one bonus point (about two per semester).
- Expect to have quizzes over reading assignments.

Attendance & Punctuality
Class attendance is required. Excused absences require official documentation. **Missing more than four classes can result in your final grade being dropped ten points for every additional day that you are absent.** For example, if your GPA for the class is 86 and you miss six classes without documented excuses, your final grade will be reduced to a 66. The attendance policy for this course is the official SFASU policy as stated at: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf)

Please make every effort to arrive to class on time; habitual lateness will adversely affect your grade. I keep Attendance in the D2L discussion board, so it is your responsibility to ensure that I did not mark you absent if you came in late. After three incidences of being late, you will be counted absent.

**NOTE:** Class participation, professionalism, and punctuality can raise your final grade if it is borderline; lack of participation, disrespect, and tardiness can lower your final grade.

Missed Class and Late Work
I will not repeat information given in class to those who were late or absent. I suggest you get the name and cell number of a classmate so that you may find out important details covered when you were out. You may make up missed in-class activities only if you have a documented, excused absence.

If you are unable to turn in a major paper or project on time, make arrangements with me in advance of the class meeting in which the assignment is due. If you have what I consider a compelling reason, you may be granted an extension. **Otherwise, late work will only be accepted for up to one week after the due date** with a 5 point deduction for **every day** (not class period) it is late. No work will be accepted after the final exam date unless, due to unusual extenuating circumstances, I have agreed to give you an incomplete (WH) for the course.

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

**Formatting Guidelines**

Unless an assignment states otherwise, always follow the general formatting guidelines for MLA (7th ed).

**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/

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**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 4 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

**Other Classroom Policies**

The number one rule in my classroom is to treat others respectfully. Although ENG 131 is “required,” my desire is to make it as enjoyable, informative, and interactive as possible. This means I welcome lively conversation, but I do NOT welcome rudeness – make sure you know the difference.

Please silence and put away cell phones upon entering classroom. If you have a critical situation that could require your immediate attention, please let me know before class. I CONSIDER TEXTING OR OTHERWISE USING YOUR PHONE WHILE I’M TALKING AS HIGHLY OFFENSIVE. I will initially ask you to stop but may ask you to leave the class and count you absent if you continue.

If you finish an in-class activity quickly, do not just get up and leave but sit quietly and read, sleep, or work on something else until others finish. You will be marked as absent if you leave class early.

If you use a laptop or tablet for notes, please sit on the first two rows and refrain from playing games, surfing the web, engaging in social media, etc. If you distract other students, I’ll ask you to put your electronic device away.
Class Schedule
Reading homework will be announced on a weekly basis. Changes may be necessary as the course proceeds. Important updates, all assignments, and PDF files will be posted in the News section of our course D2L page (which will be the final authority on due dates). Check D2L often!!

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>T 8/29</td>
<td>Introduction to course, syllabus, and texts</td>
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<tr>
<td></td>
<td>TH 8/31</td>
<td>UNIT I – Expressive Writing: Intro to Personal Narrative; Pre-writing</td>
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<td>2</td>
<td>T 9/5</td>
<td>Methods of development; Reviewing rhetorical situations and appeals</td>
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<td>TH 9/7</td>
<td>Personal Narrative draft due. Peer Review; Power Point – Effective revision, MLA review</td>
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<td>3</td>
<td>T 9/12</td>
<td>Discussion: Audience and tone</td>
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<td>TH 9/14</td>
<td>Personal Narrative Essay due. UNIT 2 – Summary &amp; Analysis</td>
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<td>4</td>
<td>T 9/19</td>
<td>Informative Writing – including detailed support</td>
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<td>TH 9/21</td>
<td>Summary Draft Due; Peer Review</td>
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<td>5</td>
<td>T 9/26</td>
<td>Strategies from the UNC Writing Center</td>
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<td>TH 9/28</td>
<td>Summary Essay Due; UNIT 3 – Rhetorical Analysis</td>
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<td>6</td>
<td>T 10/3</td>
<td>Multi-media and visual rhetoric; MLK’s “Dream”</td>
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<td>TH 10/5</td>
<td>Discussion: rhetorical devices and metaphor</td>
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<td>7</td>
<td>T 10/10</td>
<td>Rhetorical Analysis draft due. Peer editing</td>
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<td>TH 10/12</td>
<td>Organizing and analyzing rhetoric; quotation integration</td>
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<td>8</td>
<td>T 10/17</td>
<td>Rhetorical Analysis Essay due. UNIT 4 – Synthesis/Critical Analysis; Group assignments</td>
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<td></td>
<td>TH 10/19</td>
<td>Synthesis - A conversation between sources</td>
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<td>9</td>
<td>T 10/24</td>
<td>No Class – Conferences and Group meetings; Online Plagiarism Quiz</td>
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<td>TH 10/26</td>
<td>Individual paragraphs due in dropbox</td>
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<td>10</td>
<td>T 10/31</td>
<td>Avoiding simple compare/contrast – adding your voice to the Synthesis Essay</td>
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<td>TH 11/2</td>
<td>Synthesis/Critical Analysis draft due. Group work: Edit drafts; Presentation guidelines</td>
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<td>11</td>
<td>T 11/7</td>
<td>Group work to finalize group projects</td>
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<td>TH 11/9</td>
<td>Synthesis/Critical Analysis Essay due with group presentations</td>
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<td>12</td>
<td>T 11/14</td>
<td>UNIT 5 – Argument – Intro to Persuasive Essay</td>
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<td>TH 11/16</td>
<td>Pre-writing and topic proposal due; Thesis development and support</td>
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<td>13</td>
<td>T 11/21</td>
<td>Thanksgiving Break</td>
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<td>TH 11/23</td>
<td>Thanksgiving Break</td>
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<td>14</td>
<td>T 11/28</td>
<td>Discussion: Adequately supporting claims; Effective field research</td>
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<td>TH 11/30</td>
<td>Persuasive Essay Draft due (peer review)</td>
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<td>15</td>
<td>T 12/5</td>
<td>Counter arguments and clear solutions; Workshop – final essay</td>
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<td>TH 12/7</td>
<td>Persuasive Essay Due; Portfolio and Final Exam Review</td>
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<td>16</td>
<td>T 12/14</td>
<td>10:30 am – 12:30 pm Final Exam and Portfolio</td>
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Withheld Grades
The following is taken from SFASU’s Policy Manual (2012), “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.