Description:

Welcome to dual credit English 131. In this course we will be exploring topics and issues that impact American life. We will use these topics as a backdrop to a study of composition and the importance of clear communication in academics and society. I invite you to work to become a consumer of ideas and to engage with the conversations that are shaping your futures.

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.” College Bulletin, 2017-2018.

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.

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.

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.

Course Textbooks:

1. One title from this list:
   *Just Mercy* by Bryan Stevenson
   - August 2015
   *When Breath Becomes Air* by Paul Kalanithi
   - January 2016
   *My Soul Looks Back* by Jessica B. Harris
   - May 2017
   *I Was Told to Come Alone* by Souad Mekhennet
   - June 2017

2. One title from this list:
   *Evicted: Poverty and Profit in the American City* by Matthew Desmond
   - February 2017
   *We Should All Be Feminists* by Chimamanda Ngozi Adichie, February 2015, **AND Between the World and Me** by Ta-Nehisi Coates, July 2015
   *The Caped Crusade: Batman and the Rise of the Nerd Culture* by Glen Weldon
   - March 2017
   *Thank You for Being Late* by Thomas L. Friedman
   - November 2016

Additional reading will be provided to students in print or pdf format during the semester.

**Supplies:** Pen/pencil  Paper  USB drive

**Attendance/Schedule:**

We will meet class on the NISD schedule, and all NHS attendance policies apply. Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will necessarily mean that you miss valuable information and will consequently be at a disadvantage when writing your essays. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance.
If you absolutely must miss class, it is your job to schedule a time to make up missed work. You have a syllabus with all assignments listed; it is **not my responsibility to remind you to make up your assignments**. If you need to come in to make up an assignment, please make an arrangement to come in at a time that is convenient; however, understand that you may not be able to make up all assignments. If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment.

I am available by appointment from 3:00-4:00, before school, and during lunch for tutorials and for make-ups. My conference is during first period. Please make every effort to make up assignments and to get help during these times.

**Academic Integrity (A-9.1):**
Academic integrity is the 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. 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.

**Withheld Grades Policy (A-54):**
The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (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.

**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 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/.

**Grades:**
All grades for this course will be posted in D2L.

Your grade in this class will reflect the work that you do on essays, presentations, and in-class work done throughout the course of the semester.

Daily work will consist of exercises done in the process of writing your essays, blog entries, article reflections, vocabulary development, and participation.

During the writing process for each essay, I will develop a rubric based on the assignment and on class instructional needs. Your papers will be graded based on the rubric and grades will be assigned using the following scale:

- **A** – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The paper is mechanically pristine with only the smallest grammatical defects.
- **B** – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.
• C – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.
• D – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.
• F – The student turned something in but did not do the assignment provided.

Rewrites: At the end of the semester, you will be allowed to rewrite one essay. When submitting a rewrite, you must first conference with me about the essay you wish to revise. After revision, you will also need to write a reflection essay to turn in with the revision in which you discuss the changes you made to your essay and why you made them. If all parts are satisfactorily completed, you may earn up to half points lost on the original assignment. You may not revise the last paper of the semester.

Course Requirements:

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LENGTH</th>
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<tbody>
<tr>
<td>1. Summer Reading Memoir Assignment</td>
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<td>10 points</td>
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<tr>
<td>2. Personal Narrative Essay</td>
<td>(2 pages)</td>
<td>20 points</td>
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<tr>
<td>3. Summary</td>
<td>(2 pages)</td>
<td>20 points</td>
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<tr>
<td>4. Argument Timed Writing</td>
<td>(2-3 pages)</td>
<td>20 points</td>
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<td>5. Argument Paper</td>
<td>(4 pages)</td>
<td>40 points</td>
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<tr>
<td>6. Visual Analysis Presentation</td>
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<td>30 points</td>
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<td>7. Summer Reading Presentations</td>
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<td>30 points</td>
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<tr>
<td>8. Social Analysis Presentation</td>
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<td>30 points</td>
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<tr>
<td>9. Social Analysis Paper</td>
<td>(5 pages)</td>
<td>50 points</td>
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<tr>
<td>10. Daily Work/Blogs</td>
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<td>50 points</td>
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300 total points

Course Timeline

Unit One—Personal Narrative

Week One
August 28-September 1
➢ Introduction to course
➢ Memoir assignment from summer reading

Week Two
September 4—Labor Day
September 5-8
➢ Introduction to Paper #1, Personal Narrative
➢ Lessons on developing voice

Week Three
September 11-15
➢ Personal Narrative due
➢ Summer Reading Blogs due

Unit Two—Summary and Close Reading

Week Four
September 18-22
➢ The economy—Discussion of Evicted
➢ Close reading exercises
➢ Summary exercises
➢ Introduction to paper #2, Summary
➢ Evicted presentations

Week Five
September 25-29
➢ Summary exercises
➢ Close reading exercises
➢ Summary paper written in class
Unit Three—Classical Argument

Week Six
October 2-6
- Gender—Discussion of *We Should All Be Feminists* and *Between the World and Me*
- Introduction to rhetorical triangle
- Thesis statement exercises
- Types of evidence
- *We Should All Be Feminists* and *Between the World and Me* presentations

Week Seven
October 9-13
- Argument timed writings
- Introduction to Paper #3, Classical Argument

Week Eight
October 16-20
- Classical Argument paper due

Unit Four—Visual Analysis

Week Nine
October 23-27
- Introduction to analysis
- Introduction to fallacies
- Community--Discussion of *Thank You for Being Late*
- Visual analysis exercises
- *Thank You for Being Late* presentations
- Introduction to Presentation #4, Visual Analysis

Week Ten
October 30-November 3
- Visual analysis presentations due

Unit Five—Social Analysis

Week Eleven
November 6-10
- Popular Culture—Discussion of *The Caped Crusade: Batman and the Rise of the Nerd Culture*
- Introduction to Social Analysis
- *The Caped Crusade* presentations
- Introduction of social analysis project/paper

Week Twelve
November 13-17
- Planning/drafting/gathering evidence for social analysis project/paper

Thanksgiving Week

Week Thirteen
November 27-December 1
- Draft Conferences for social analysis paper

Week Fourteen
December 4-8
- Social Analysis Presentations, Papers due

Week Fifteen
December 11-15
- Assign literary analysis reading for 132
- Finals Week

*a Greek saying -- courtesy of Katherine Paterson and Edith Hamilton*