Rhetoric and Composition
English 131.003

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Office Hours: M 12-1:30PM & By Appointment
Department: English and Creative Writing
Class meeting time and place: MWF 8-8:50AM, FERG 171

COURSE DESCRIPTION:
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.

ENGLISH PROGRAM LEARNING OUTCOMES:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through a section labeled “Core Assessment Fall 2018.” All students enrolled in a core class selected for collection will be enrolled in this D2L course. Work selected for ENG 131 will be submitted under the “Communication Skills – Written” dropbox, in addition to the original drop box for the course. Further instructions will be provided when the time comes for this.

The chart on the following page indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the “Core Assessment Fall 2018” D2L course this semester, and the date the assignment(s) should be uploaded by.

Not every assignment will be collected for assessment every semester. I will notify you which assignment(s) must be submitted for assessment in this D2L dropbox this semester.
<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in Core Assessment D2L Dropbox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Personal Narrative Visual Analysis Rhetorical Analysis Persuasive Essay</td>
<td>Your Persuasive Essay is the only work that will be submitted to the “Core Assessment Fall 2018” dropbox for “Communication Skills – Writing.”</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Personal Narrative Visual Analysis Rhetorical Analysis Persuasive Essay</td>
<td>It must be turned in by 12/7/2018, in this special dropbox as well as in the dropbox for it that is in the regular course content (131.003).</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Visual Analysis Rhetorical Analysis Persuasive Essay</td>
<td>We will go over this closer to that date and I’ll let you know if anything changes.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Peer Editing of all Major Essays</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Visual Analysis Rhetorical Analysis Persuasive Essay</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Visual Analysis Rhetorical Analysis Persuasive Essay</td>
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**ENGLISH 131 LEARNING OUTCOMES:**

Upon successful completion of English 131, the student should have:

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.

REQUIRED TEXT AND MATERIALS:
_Lumberjacks Write_ – This will be provided to you by the Department of English and Creative Writing.

You will need an email I can reach you at, and preferably one where you can back up your work in some sort of cloud storage (also consider a flash drive). If you’re going to give me your SFA email, please actually check it or consider forwarding it to your personal account. This is where I’ll keep you updated about class and notify you if things change (i.e. if class is cancelled or office hours will be changing for a day).

I’d also recommend a spiral or binder with paper for in-class activities and notes, and access to printing for any work that needs to be turned in. If any of this little stuff is a major issue, please let me know and we can figure it out.

COURSE REQUIREMENTS AND GRADING:
“Journal” Responses – Throughout the semester, you will be assigned readings and exercises that go along with the information being covered in class. You will be required to do responses/complete those exercises via D2L.
Attendance/Participation – You will be graded for your attendance and participation in class. This grade will be affected by excessive absences or tardiness, scrolling or texting in class, and things of that nature.

Personal Narrative Essay – In your first essay of the semester, you will be required to write a 1.5-2 page narrative reflecting on a personal experience.

Visual Analysis Essay – In this essay, you will be required to visually analyze an advertisement that has been deemed ‘controversial’ by society. You will pick your advertisement and use it to construct a 3-4 page essay analyzing the strategies the ad uses and its effectiveness. The ad will need to be approved by me before you write your paper (this is to ensure it’s right for the assignment).

Rhetorical Analysis Essay— In this 3-4 page essay, you will be required to analyze the rhetoric used in a speech of your choice. You will use your learned knowledge of rhetoric to recognize what strategies the speaker uses. The speech will need to be approved by me before you write this paper (this is to ensure it’s right for the assignment).

Persuasive Argument Essay – For your final paper, you will be required to construct a lightly researched argument on a current issue of your choosing (pending instructor approval). This essay will span 6-7 pages, and you will need to compile 2-4 sources to support your argument.

*Detailed assignment sheets will be given for all essays.

Persuasive Essay Infographic – For your final, you will need to create a visual representation of your persuasive argument essay. We will go over infographics and some good sites to use to create them in class. You will present your infographic briefly during the final period and turn in a 1-2 page explanation of it and how it could be used to support your chosen issue.

Extra Credit:
5 points will be given to all major essays turned in with an AARC writing table/tutor attendance slip OR proof of OWL submission. Anyone with zero unexcused absences will receive 5 points on their final project grade. This will be the ONLY form of extra credit offered in this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
<td>A = 90-100</td>
</tr>
<tr>
<td>Journal Responses</td>
<td>10%</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>Personal Narrative Essay</td>
<td>15%</td>
<td>C = 70-79</td>
</tr>
<tr>
<td>Visual Analysis Essay</td>
<td>15%</td>
<td>D = 60-69</td>
</tr>
<tr>
<td>Literary Analysis Essay</td>
<td>15%</td>
<td>F = 59 and below</td>
</tr>
<tr>
<td>Persuasive Argument Essay</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
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</table>
Grades absolutely will not be discussed for 24 hours after they have been released. If you have a question or concern about your grade on an assignment, please read through all of the comments on the work prior to reaching out to me to discuss the grade.

Please note that you must attend the final exam day to pass this class unless some extenuating circumstance arises (i.e. you are in the hospital).

ATTENDANCE POLICY:
In order to achieve success in this class, it is crucial that you attend and actively engage yourself in the content and assignments. I recognize university excused absences and follow SFA’s policy for those involved in athletics, marching band, etc. or if any unfortunate family or health emergency arises. I also recognize that flu/strep/stomach viruses tend to break out in university environments, and that mental health issues can arise, and will take things like that into account when deeming an absence excused if you’re sure to keep me posted and provide documentation (i.e. note from a health/counseling clinic).

In terms of unexcused absences, you can miss this class six times. Anything past that will result in a drop of a letter grade per day, until you reach an F. University excused absences will not count towards this amount, and anything I deem excusable (provided you can document it) will not either. Essentially, excused absences will work on a case-by-case basis if not related to the university.

If you’re going to need to be out of class for an extended period of time due to some sort of unfortunate circumstance, please communicate with me and we will figure out the best course of action for your success.

TARDINESS POLICY:
In regards to lateness, I expect you to arrive on time, but I understand things happen. I take attendance at the beginning of class. I will not deduct points within the first ten minutes you are late, so if parking is difficult or you’re running behind (whatever the case is), don’t skip class, just come in quietly and be sure to get with me when class ends so I can mark you present. Arrivals past ten minutes will be deemed an absence. If you make a habit of being late, it will absolutely affect your attendance and participation grade.

LATE WORK POLICY:
Major assignments (essays) will lose 5 points per day past the official due date, including weekends. For example, if you turn in an essay that was due Friday on a Monday, your highest possible grade will be an 85.

COMMUNICATION POLICY:
You will need to make an effort to communicate with me if something is up during this course. If you’re not understanding a concept, if you’re going to be absent, if you have a question you forgot to ask in class – whatever it may be – please just get in touch via office hours or email. Communication really is a major key to success in all aspects, I assure you.
I keep my phone on me and will see an email as soon as you send it. That does not mean I will answer instantly, because I do have a life and classes of my own, but I will make a solid effort to respond within 24 hours. Try not to email me at an odd hour of the night, but if it’s urgent, I’ll understand. Again, I won’t necessarily answer right away, but I’ll get to it as soon as I can. Also, please don’t ever email me the same question or concern multiple times in a row because you think I’m not answering fast enough.

GENERAL CLASSROOM POLICIES:

**Behavior** – This is a college course, which means you’re either a legal adult or smart enough to participate in a class with them. That being said, I expect you to behave as such. I additionally expect you to respect not only me, but also your peers. I want you to express your ideas and opinions, but when they start to make anyone uncomfortable or provoke an overly heated discussion, I’d like us to respectfully agree to disagree and move on. If you persist in a situation like this, as well as if you disrespect any of your peers or myself, I reserve the right to ask you to leave and to count you absent for the day. If the issue continues, we will need to sit down with the Department Chair and discuss you remaining in my class.

**Cell Phones** – Phones may be used from time to time to view readings via D2L, to look up terminology, or to participate in class activities. Persistent scrolling and texting will result in a deduction from your participation grade. I understand that occasionally you may need to send a quick text to mom/dad/whoever, but don’t spend the entire class on your phone. If you need to take a call, please step out quietly.

**Laptops/Tablets** – Laptops and tablets may be used for the same above reasons as cell phones, or to take notes. If I see you on Twitter the whole class, however, I’m probably going to ask that you take handwritten notes and put up the laptop/tablet.

**Food/Drinks** – I don’t care if you need to have a snack or a drink, just don’t bring anything too excessively noisy/extensive, and clean up after yourself. Additionally, don’t be late to class over food. If you want to bring coffee, plan for the morning line at Starbucks.

ACADEMIC INTEGRITY:

Cheating and plagiarism absolutely will not be tolerated under any circumstances and are grounds to **automatically receive an F** on an assignment.

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

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/.

Please let me know if there is anything I need to be doing to better accommodate your disability, and I will strive to do so.

THE ACADEMIC ASSISTANCE AND RESOURCE CENTER:
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.