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.

In this course we will examine how the rhetorical concepts of ethos, pathos, and logos utilized in varying mediums (music, advertisements, political cartoons, fiction texts, film, and non-fiction texts) effect our interpretation of an issue or a concept. In the process of exploring this theme, we will cultivate reading and writing skills that will allow us to participate in the current and future conversations surrounding interpretation occurring inside and outside the university. My goal as your instructor is to help you develop the reading and writing skills necessary for you to effectively engage in the conversations that surround you. From politics, to theatre and even television there are interpretations galore and a message no doubt. Being aware of these overt and covert messages will aid you in constructing your own interpretation and response to these messages.

REQUIRED TEXTS & MATERIALS

In addition to the books and materials below, there are additional readings and handouts posted on D2L that you are responsible for reading. Please bring all assigned reading material to class on the day we are to discuss the material.


3. Lumberjacks Write. (Provided by the SFASU English department.)

4. Access to D2L and to a stapler
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:
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in Rhetoric and Composition (ENG 131.031) you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills requirement. You will see this course on your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills-Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the Rhetoric and Composition (ENG 131.031) dropbox and the Communication Skills-Written dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

The chart below 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 D2L Communication Skills- Written dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills-Written dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will
notify you which assignment(s) must be submitted for assessment in the D2L Communication Skills- Written dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Persuasive Problem-Solution Essay</td>
<td>December 6, 2018</td>
</tr>
</tbody>
</table>

**ENG 131 Student Learning Outcomes:**

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).

**COURSE REQUIREMENTS**

You will receive a more detailed assignment sheet for Essays 1-4 and the Cartoon Assignment when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you.

1. **Personal Narrative & Reader Response Essay** (Essay 1)

   In the first essay of the course, you will select a picture meaningful to you to exchange with a partner. You will write a letter, in a minimum of 500 words, to your partner where you describe the picture, explain why the picture is important to you, and tell why you selected that picture (explain the backstory). Then you will look at your partner’s picture (before reading their accompanying letter) and write a response, in a minimum of 200 words, to their picture. In this response you will describe the picture, explain what feelings the picture evokes, and tell why you think the picture is important to your partner (here you can create/guess at the backstory). Then you will meet with your partner in class to discuss the similarities and differences you shared in your descriptions and reactions to the pictures and the reasons for your interpretation of your partner’s picture. What you and your partner discover about your interpretations and interpretation in general during this meeting will be written up in a 200 word letter to the class. Lastly, you will present the letter to the class in a brief 2-3 minute informal presentation.
2. Rhetorical Analysis Group Project
You will be put into groups to create your own advertisement. This project requires you to work together to decide on a concept and a way to film the concept in order to effectively persuade your classmates to carry out a desired result, be that to give money for polar bear conservation or buy the newest style of hover car. In order to create an effective advertisement you must consider the rhetorical situation for the ad and use the rhetorical appeals (ethos, pathos, and logos) to achieve your goal.

3. Rhetorical Analysis Essay (Essay 2)
In the individual essay you will write that accompanies the Rhetorical Analysis Group Project, you must examine the message of your groups’ advertisement and how it tries to make the audience accept its message, focusing particularly on how purpose, audience and the rhetorical appeals were utilized in order to get that message across to the audience. This essay should be between 900-1,200 words in length.

4. The Princess Bride Synthesis Essay (Essay 3)
In October, we will read William Goldman’s The Princess Bride and watch the film version. You will take notes about the similarities and differences between the book and the film and respond to questions such as the following in an essay of 1,200-1,500 words. In what ways does the film portray the events in the book differently? Are there events that were removed? If so, what impact does that have on the audience? You will also identify differences between the way the rhetorical appeals were used in the book and those of the film version in order to determine the impact that makes on the audience’s interpretation (and reception) of The Princess Bride. In other words, does changing an event in the film push the audience to see a character in a different light than they saw them in the book?

5. Persuasive Problem-Solution Essay (Essay 4)
In this essay, you will choose a problem that you have observed in your community that you feel must be addressed. The community you choose to write about will be any one of the following: 1) your hometown, 2) your current home-away-from-home town of Nacogdoches, or 3) your SFA campus community. You will then write a 1,800-2,100-word paper where you try to convince the person or people that have authority over the problem to fix the problem by adopting the solution(s) you propose in your essay.

6. Peer Review
Students will be held accountable for 4 peer review sessions during the course of the semester. Students will be required to peer review their peer’s work and offer them meaningful and constructive feedback. They must also submit a draft to be peer reviewed. Each peer review session will be graded as such: 50 points are possible for bringing a draft (that meets the requirements set for that session) to the peer review session and 50 points are possible for attending the peer review session and providing helpful feedback to your peer(s).

7. Daily Work Assignments
Most days, you will have some kind of informal writing or reading assignment to complete before class. The assignments to be completed and how the assignments are to be completed are listed in the course calendar. Further instructions for discussion board posts are posted in the D2L discussion board that is specifically for that day’s discussion.

8. Quizzes
We will have quizzes over the readings you are assigned. Quizzes are not listed on the course schedule, so come to class prepared. With that being said, attending class will benefit you on these quizzes, as there may be a question or two from an upcoming quiz released in class before a quiz occurs. At the end of the semester, the lowest quiz grade will be dropped.

**Hint**: During our reading of *The Princess Bride* there will be a quiz over the reading that is assigned for each day as we work through the novel.

9. Cartoon Assignment
For this assignment, you will find one political cartoon (not previously analyzed by anyone else in the class) to analyze. You will have to determine and explain the rhetorical situation surrounding your cartoon, as well as how the rhetorical appeals were used by the cartoonist to appeal to their audience; to help the audience accept the cartoon's message. You will then need to draw conclusions about why the cartoonist chose the techniques they used to communicate their message in the cartoon. You will also have to explain if you thought the cartoonist was effective or not in using the appeals and in getting their message across to the audience. You will then be required to present your cartoon/findings to the class in an informal presentation on the date you randomly selected during the second week of the course. Keep in mind that cartoons will be presented throughout the semester and for nearly every class session, so your paper for the Cartoon Assignment is due whenever you are scheduled to present. Please make note of when you are scheduled to present and be prepared.

10. Final Exam (Survey and Self-Reflection Essay)
- **Self-Reflection Essay**: You will reflect on the skills you have learned in this course and will explain the ways in which those skills are transferrable into the classes you take for your major.
- **Survey**: In this anonymous survey, you will give your instructor feedback about what you think of the material taught, the pace of instruction, and what you would suggest be changed or kept about the course for future classes.

***Extra credit opportunities will only be assigned in class and will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major essays.***

**ASSIGNMENT SUBMISSION GUIDELINES, DOCUMENT FORMATTING & D2L**

**Assignment Submission:**
The course calendar notates how each daily work assignment is to be submitted along with the instructions for each assignment. The discussion boards created for these types of assignments may offer further instructions, so please read all instructions before proceeding to complete the assignment.

All major essays are to be submitted to the essay’s designated D2L Dropbox and a hardcopy must also be submitted to your instructor on the day the assignment is due. I will **NOT** grade your essay until you have given me both copies. If both are not submitted to me by the time the essay is due, the essay will be considered late and will be subject to the late work policy (see page 13 for more on this policy).
Unless otherwise stated on the assignment prompt for each essay, or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

- Print final drafts of essays and bring to class; assignments with multiple pages must be stapled
- Bring essay rubric to class and submit with your essay
- If extra credit was offered for an essay, bring documentation to class for submission
- Submit an electronic version of final drafts to D2L Dropbox to be checked for plagiarism
- Name your file: LastNameFirstName_AssignmentTitle
- .doc or .docx format only (no PDFs)
- Follow MLA format, including citations and heading (see the document formatting guidelines below for more information)

**Document Formatting:**
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines.

For this course each assignment will:

- be in Times New Roman, 12-point font and will have one-inch margins on all sides
- be double-spaced (unless you are instructed otherwise), with the exception of D2L discussion posts
- have your name, your instructor's name (Ms. Kramer), the course information (ENG 131.031), and the date (Day Month Year) in the upper left of your paper
- have your last name and the page number in the header of your paper (beginning on the first page), justified to the right
- have an original, creative title centered on the page
- have in essays with sources, a source list that begins with the words "Work(s) cited" centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source use “Work” and for more than one use “Works.”

**NOTE:** All D2L submissions should be saved as Microsoft Word (.doc or .docx) files, as Turnitin.com does not support Mac Pages. Assignments submitted in the wrong format will be considered late.

**Desire2Learn (D2L):**
We have a course website we will be using for various activities throughout the course. Some required course readings will be there, as well as assignment prompts. Most course assignments completed outside of class will be submitted here too. Your grades and attendance will also be recorded and accessible here. It is your responsibility to check your grades and attendance and contact me immediately if you believe you see an error, have concerns, or have questions. Please keep all assignments until your final course grade is posted.

**To access D2L:**
1. Log in to your MySFA account.
2. At the top of the screen is a tab (the 3rd tab) labeled “Academics.” Click on it.
3. On the left side of your screen under the “D2L” heading you will see the word “D2L” underlined. This is the link that will take you to D2L. Click on it.
4. You have now been transported into D2L. At the top of your screen you will see the words “Select a Course.” Click on it.
5. A drop-down menu will pop up that lists the classes you are enrolled in. Select ENG 131.031 - Rhetoric & Composition.

NOTE: In the event that MySFA is down for some reason, you may also access D2L by going to: www.d2l.sfasu.edu

To access a discussion board while in D2L and complete discussion board assignments:
1. While you are inside the ENG 131.031 course page on D2L, at the top of the screen you will see the words “Course Tools.” Click on it.
2. A drop-down menu will pop up. The first item in the menu is “Discussions.” Click on it.
3. A list of discussion boards will appear. Click on the title of the discussion board you are to complete located under the word “Topic.”
4. To open the area where you will type your response, click “Start a New Thread.”
5. In the “Subject” field, type a few words that prep me for what you will discuss in the post. This is like a title of a paper.
6. Click in the blank area below the “Subject” area to write your response.
7. When you are finished, and have checked your work for errors in grammar, spelling, and punctuation, click the “Post” button to submit your work to the discussion board. You do not need to print this out, unless you personally want to, because it should be posted in the D2L system. I, and your classmates, will be able to see your response while in the D2L course page. On that note, please be sure that your posts are classroom appropriate, meaning that you should avoid profanity and any other language that is not in keeping with the Acceptable Student Behavior and Course Citizenship policies on pages 15-16 of the syllabus.

NOTE: If you do not see your post in the discussion board and did not get a confirmation message of some sort from D2L, then your post was not submitted to the discussion board.

To check your grades on D2L:
1. Log in to D2L and click on the title of our course.
2. Once you are on our course page, you will see a tab labeled “Grades” in the top right of your screen. Click on it.
3. You should now be able to see your grades for the assignments posted to D2L, as well as any feedback posted that goes along with the assignment.

To check your attendance on D2L:
1. Log in to D2L and click on the title of our course.
2. Once you are on our course page, you will see a tab labeled “Other Resources” in the top right of your screen (it is next to the “Grades” icon you click on to see your grades). Click on it.
3. A drop-down menu will pop up. The last item in the menu is “Attendance.” Click on it.
4. You should have been taken to a page titled “My Attendance.”
5. Click on “Class Attendance” to see your personal attendance record.
I will also communicate with the class via D2L and/or SFASU email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your D2L/SFASU email daily, and for being aware of any information there.

OFFICE HOURS & EMAIL

Office Hours:
During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours. If these hours do not work for your schedule, please make an appointment. I want to help you develop as a writer, and succeed in the course, so please come see me if you need assistance.

Email:
All emails sent to your instructor should be professional. In the email subject line please write ENG 131.031. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

If you have a simple question that can be answered via email, feel free to email me. For more detailed questions or if you want me to look at a draft of your paper, you will need to meet with me during office hours.

***With that being said, I do expect you to, first, reference the syllabus or the assignment prompts given out in class in order to find the answer to your question. If you cannot find the answer or need further clarification, please feel free to come by during office hours, ask me in class, or email me.

GRADES & EVALUATION

Writing is a Series of Micro-Failures

If you do poorly on an assignment please do not lose hope, or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes. Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

Breakdown of Course Grade:
- Personal Narrative & Reader Response (Essay 1): 10%
- Rhetorical Analysis Group Project: 5%
- Rhetorical Analysis (Essay 2): 10%
- The Princess Bride Synthesis (Essay 3): 15%
- Persuasive Problem-Solution (Essay 4): 20%
• Peer Review (submitting a draft for review and giving meaningful and constructive feedback during peer review sessions): 10%
• Daily Work: 15%
• Quizzes: 5%
• Cartoon Assignment: 5%
• Final Exam: 5%

All major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e. style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.

**Calculation of Course Grade:**
1. The grade for Essay 1 is multiplied by .1 retaining one number past the decimal point.
2. The grade for the Rhetorical Analysis Group Project is multiplied by .05 retaining one number past the decimal point.
3. The grade for Essay 2 is multiplied by .1 retaining one number past the decimal point.
4. The grade for Essay 3 is multiplied by .15 retaining one number past the decimal point.
5. The grade for Essay 4 is multiplied by .2 retaining one number past the decimal point.
6. The daily grades are added together and then divided by the number of daily work assignments. The resulting sum is multiplied by .15 retaining one number past the decimal point.
7. The quiz grades are added together and then divided by the number of quizzes administered. The resulting sum is multiplied by .05 retaining one number past the decimal point.
8. The peer review grades are added together and then divided by 4 (the number of peer review sessions). The resulting sum is multiplied by .1 retaining one number past the decimal point.
9. The grade for the cartoon assignment is multiplied by .05 retaining one number past the decimal point.
10. The grade for the final exam is multiplied by .05 retaining one number past the decimal point.

**NOTE:** If at the end of the semester your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness will prevent a borderline grade from being raised.

***With that being said, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course UNLESS you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to D2L, you have the ability to see why you got the final grade you did. You can also calculate your grade yourself using the formulas I have provided above.

**Explanation of Grades:**
For each assignment, I calculate grades on a numeric, 100 point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).
In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

Below is an expanded (although still general) explanation of letter grades for this course:

A: 90-100 (excellent performance)= Students earning 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. An “A” is reserved for that work which expertly display’s ones ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate those ideas into clear, academic prose that has few, if any, grammatical errors.

B: 80-89 (above average performance)= Students earning 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 “B” is reserved for that work which adeptly display’s ones ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate those ideas into clear, academic prose. An “A” differs from a “B” in that a “B” still has few grammatical errors, but there are a bit more than a few. In addition, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79 (average performance)= Students earning 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 has several grammatical errors. In sum, a “C” means that a student read the assignment and followed its stipulations, but did so using simpler sentence construction and paragraph development. To improve, more focus should be placed on developing more complex critical thinking skills. In other words, thinking more deeply about a text, its meaning, and what makes up the text (for example- how the rhetorical appeals are used and to what purpose).

D: 60-69 (below average performance)= Students earning 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, the paper 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 undergone with many grammatical errors that confuse the meaning of sentences.

F: 0-59 (failure)= Students earning a 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 did not give themself enough time to develop the paper. Furthermore, the grade of “F” is reserved for that work which does not engage the issues at hand, offers an incomplete summary of the work at hand with no critical engagement, and/or the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation due to numerous grammatical errors. If the work submitted is made up in part of plagiarized material or is entirely plagiarized an “F” will be granted. 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 word count) s/he may receive 0 points.

A Note on Word Count:
For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, if a student fails to reach the minimum assignment requirements, including word count, they cannot receive higher than a D on the assignment. The grade will lower from this point if further errors are found.

Assignment Return Policy:
I generally grade and return major essays within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about the essay. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received before meeting to discuss the assignment.

ATTENDANCE

Regular attendance is required for success in this course. It is important to come to class, on time, and be prepared to participate in each day's activities. When you miss too many days, you miss out on information that will help you succeed in this course and as a writer in the future. With this in mind, please schedule appointments, if at all possible, outside of class time (without leaving early or arriving late) so that you do not miss important information.

Each unexcused absence over 4 will result in the lowering of your total course grade by five points. According to university policy, missing more than the equivalent of three weeks' worth of classes for any reason (6 class periods in this course) means you cannot earn a passing grade in the course.

***I will not notify you once you have reached an alarming amount of absences, so please keep track of your absence count through D2L.

I take attendance at the beginning of class; arriving fifteen minutes or more after class begins will result in your being marked absent.
NOTE: If you finish an in-class activity quickly, please do not leave (unless the instructor says on a particular day otherwise) because you will be marked absent if you leave early.

***Students with perfect attendance will have two points added to their final grade.

**Excused vs. Unexcused Absences:**
Below is a description of what is considered an excused absence-
Valid excuses for excused absences are limited to health emergencies, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. [Refer to Stephen F. Austin State University's Attendance Policy at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf for more information.]

***Without written documentation that is presented to the instructor within one week of the day the student returns to class, the absence will automatically be considered unexcused. Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines for daily work due in class or on D2L during an excused absence, it is your responsibility to find out what you missed and arrange with me to make up the assignment within one week of returning to class. No daily work or in-class assignments may be made up unless your absence is excused.

NOTE: If you miss class and handouts were given out, to get a copy of the missed materials please look in the tray outside my office door (F277). Here you will find a folder labeled “ENG 131.031” and the papers inside the folder will be organized by date. Please take what you need and then carefully place the folder back in the tray. Handouts will be kept in the tray for one week after they are dispersed in class. If you are unable to get the handouts you missed before they are removed from the tray after one week of being dispersed in class, you may come by during office hours and I will be happy to give you the handouts.

Punctuality:
Occasional tardiness is understandable, but habitual tardiness is unacceptable. When you come in late, you disrupt class and likely have missed important information. Please be courteous to others and come to each class prepared and on time. If you are late and the attendance sign-in sheet has already been passed around, it is your responsibility to see me immediately after class to make sure you are counted present. Please remember that you will be counted absent if you are late 15 minutes or more. I do make notes about behavior and lateness, so I will know if there is an issue in this area. Habitual tardiness will not help you if you have a borderline grade at the end of the semester (see page 9 for more on this). Please do your best to be habitually on time.

NOTE: I will not repeat information given in class to those who were late or absent. I suggest you check D2L and the Syllabus calendar to see what you missed and get the phone number of a classmate in case you are ever absent. After completing these steps to see what was missed, if you need further clarification, you may ask me then.

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**LATE ASSIGNMENTS**

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**Late Work and Free Late Daily Work Pass:**
Each student has one (1) “Free Late Daily Work Pass”: to use it, write “Oops” clearly at the top of the **completed** assignment and turn it **in within one week** of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late daily work will be accepted without documentation of a university-approved excused absence (see “Excused vs. Unexcused Absences” above for a description of excused absences).

As for late work, all assignments (major essays, projects, and daily work) are due at the start of class, **no later than fifteen minutes into class**, on the assigned due date. Again, I will not accept late daily work other than for excused absences with proper documentation and your one Free Late Daily Work Pass. Late daily work that is covered by an excused absence must be submitted **within one week** of the date the assignment was due.

Major papers and projects turned in after the beginning of the class period (fifteen minutes after the start of class) on which they are due will be considered late. No late essays and projects will be accepted, except for your Free Essay Extension (see the “One Free Essay Extension” policy on page 14 for further details).

**NOTE:** There will be a separate Dropbox for each major essay assignment on D2L. If you do not know how to submit an assignment online or how to post to discussion boards, please ask me or a peer. Not knowing how to submit to a Dropbox or discussion board WILL NOT serve as an acceptable excuse for not turning in an assignment on time. Furthermore, if you are ever confused about where to turn in an assignment or about how to complete an assignment, please check the syllabus calendar first and then (if further clarification is needed) email me **before** the assignment is due. If you ask me after the fact, it will be too late and the assignment will be considered late.

Additionally, technology issues (“my laptop randomly deleted my file,” “D2L would not let me submit the assignment two minutes before it was due,” “the Wi-Fi was not working in my dorm,” etc.) are NOT an excuse for late work. You are encouraged to back up your work via multiple methods and leave yourself time enough for D2L submission issues when assignments must be submitted to D2L. If you are ever unable to submit an assignment to D2L because of an error with the D2L system, you should email me to let me know what is going on, **with the assignment attached, PRIOR** to the due date. Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact D2L technical support to see about fixing the issue (see below for their contact information).

**D2L Technical Support:**
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

**General Technical Support:**
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.
One Free Essay Extension:
Students are allowed one free essay extension during the semester. You may extend any one essay due date 48 hours (2 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, I do not accept any late work. If you cannot submit an assignment on the day it is due, you may submit it early. Extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and your instructor as soon as possible.

Essay Revision Opportunity:
You will be allowed one revision this semester for either the first or second essay. Revisions offer you a chance to recover from a possibly grade-damaging paper. Revisions will only be allowed for papers that receive a C or below. Your revision will offer you a chance to gain back HALF of the points that were deducted the first time. For example, if you got a 60 on an essay, you have a chance to bring it up to an 80. The original graded essay must be turned in with your revised copy. If errors marked on your previous paper are still uncorrected, you will receive no credit for the rewrite.

For your revision to count, it must do several things:

- Make corrections beyond just those marked on the original paper. What this means is that you sat down, read my comments, looked at what was marked, reread your paper, and understood what the errors were and how to fix them. Any paper that just “fixes” the areas I marked will not be given full credit for a rewrite. Remember that I do not mark repeated errors, so the same error may be present in the paper more than once. It is your job to find these errors and fix them.
- Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors. Any revisions that still contain these types of errors will not improve your grade, but will burn your revision opportunity. Make the revision worth your time and mine.
- You will need to see me within one week of receiving the original graded paper to inform me of your plans to revise, as well as confer with me on ways to improve your paper. This is not optional. Any student that does not meet with me, yet hands me a revision, will have it handed right back to them.
- You will need to go to the AARC at least once to have a tutor look at your revision. It would be in your best interest to go with specific questions and concerns. If you do not understand why you got the grade you did, the AARC is not going to help you in that way. You need to be cognizant of your writing abilities and be able to see what you are doing and not doing to make the visit to the AARC effective. If you go with generalities, the tutors will focus on the areas they think needs the most work, which may not be what you are looking for. The AARC visit is not optional.
- The original graded copy and rubric must be turned in with the revision. If I do not receive this copy, I will not grade the revision. In addition, I will need a pink slip from the AARC to verify that you did take your revision to the AARC for assistance. If any step is missed or
item is not submitted as listed above, the revision will not be accepted and you will have used up your one revision opportunity.

- The revision must be submitted online through D2L. There will be a separate link for revisions. If it is not turned in online by the time the revision is due (a date set at our meeting to discuss the first version of the essay to be revised), I will not accept it.

**ACCEPTABLE STUDENT BEHAVIOR & COURSE CITIZENSHIP**

**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). 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. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**A Few Reasons You May Be Asked to Leave Class (And Will Receive an Unexcused Absence):**

- You are being disrespectful to your instructor or to another student
- Sleeping
- Working on work for another class
- Consistently participating in side-conversations while others are talking (this includes your classmates and your instructor)
- Consistently not participating in group work
- Lack of engagement in class because you are distracted by your personal technology (such as a cell phone, laptop, etc.)

**NOTE:** You do not need to ask permission to go to the restroom. I only ask that you exit from, and reenter, the classroom with a minimum of disruption. Also, leaving class early will earn you an unexcused absence.

**Course Citizenship:**
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions of the material we read and examine. We may discuss sensitive or controversial topics as part of class in the process. Disagreement is expected and vital to learning how to express one’s position in a convincing way. That being said, we must cooperate to avoid showing disrespect towards others in class and/or their ideas, beliefs, or position, and to avoid any type of hate speech. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.

**NOTE:** If you choose to engage in any distracting or disrespectful behavior that disrupts the learning environment, you will be asked to leave the class and will be counted absent. An example of distracting behavior includes bringing noisy or smelly snacks to class. Be mindful and respectful to your fellow classmates and do not bring odorous or loud snacks to class.
Furthermore, the clock does not dismiss you. Please wait for me to dismiss you before you begin packing up. It is not only rude, it is disturbing to me and your classmates when the sounds of zippers and papers shuffling drown out what I, or your peer, may be saying at the end of class. If you wish to be listened to, then you must grant others that same courtesy by listening to them. You never know what information you could miss by being distracted. Likewise, your peers could miss information because your movement and noise distracted them. Please be courteous and wait to pack up.

*** Students who do not attend class regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

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**NOTE-TAKING & ELECTRONICS**

**Note-Taking:**
Taking notes in class is highly recommended. This gives you a record of class lectures and instructions, helps you internalize the material being taught, and provides you with valuable information for constructing your essays.

**Electronics:**
Please put away your cell phones and other electronic devices upon entering class unless you have a critical life situation that could require your attention. If your phone rings or notifies you of a text, silence it and put it away. In emergency situations, notify me before class begins that you need to leave your phone out because you are expecting an important phone call, then put the phone on silent or vibrate. If you do happen to receive the call you were waiting for during class, please quietly and quickly exit the classroom to take the call (please do not disrespect your classmates by answering the phone in class) and return quietly when you have completed the call.

Electronic devices are not to be used UNLESS:
1) the instructor specifically says that students can use them for a class activity
2) you use a laptop or tablet for note-taking
3) you purchased a digital copy of the text assigned for this course

In the case of numbers 1, 2 and 3 above, if I find you surfing the web or doing other non-class related activities, you will be asked to put the device away. If I have to ask a second time, you will be asked to leave class and will receive an absence for the day. I do make notes about behavior and lateness, so I will know if there is an issue in this area. Please follow instructions the first time given.

*** No cell phones or other electronic devices are allowed out during a quiz or an exam.

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**ACADEMIC INTEGRITY, PLAGIARISM, & ACADEMIC DISHONESTY**

As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment. You will
sign and return a plagiarism statement acknowledging that you understand the definition of plagiarism and that you will refrain from doing it.

**Academic Integrity (A-9.1):**
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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Consequences of Academic Dishonesty in ENG 131.031:**

**Consequences for Cheating:**
If a student is caught cheating on a daily quiz, the student will meet with me, and I will determine the outcome on a case-by-case basis, which typically involves penalties from a zero on the quiz without a make-up opportunity to an “F” in the course. In addition, an Academic Dishonesty Form may be filed.

**Consequences for Plagiarizing:**
If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involves penalties from an unrevisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately before submitting the assignment.

**NOTE:** Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of in-class writing, homework assignments, and essays, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work please. I will catch you if you do not, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding an essay assignment, please come see me during office hours. I am always happy to help. If you are running low on time to complete the assignment, consider using your one extension. To prevent running low on time and completing the essay at the last minute, start working on the essay a little at a time weeks in advance of the essay’s due date.

Consequences for Recycling Past Work:
I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. While the work is yours, and it is not technically plagiarism, it is unethical. Submitting old work does not demonstrate the new skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. If you are interested in expanding upon a topic that you have already written on for a previous class, please discuss this with me beforehand to get approval and to ensure that it is handled appropriately. The consequences for recycling past work will be determined on a case-by-case basis.

**Turnitin.com (plagiarism detector):**
In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit your essays electronically to D2L Dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote.

For a more detailed look at this process, visit http://www.turnitin.com.

**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**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services (ODS) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have those met. 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/.

**DISCRIMINATION/SEXUAL HARRASSMENT**
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

HELPFUL & FREE STUDENT RESOURCES

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.

Counseling Services
Counseling Services is a free service offered to SFASU students; they offer one-on-one counseling sessions. If you have something personal that is bothering you and would like to speak to a licensed counselor, you can call (936) 468-2401.

TENTATIVE COURSE SCHEDULE

This schedule is tentative. I reserve the right to change its contents and will post any changes made to D2L. The “Readings and Assignments” column lists what you should read and assignments that should be completed before that day’s class meeting.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS and ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2018 (T) Week 1</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>August 30, 2018 (TH)</td>
<td>Guest speaker- AARC</td>
</tr>
<tr>
<td>Topics: 1) Active reading 2) What is rhetoric &amp; composition? 3) What does interpretation mean and what can be interpreted? *Essay 1 introduced Core objective skills addressed by Essay 1: Critical Thinking, Communication, Teamwork, Personal Responsibility, Social Responsibility</td>
<td>Read: In Conversation (pp. 3-6 &amp; 29-36); “Reading in Academic Contexts” (D2L); “Analyzing Texts” (D2L) Assignment Due: D2L Discussion Board Post- Discuss in a minimum of three sentences one method you currently use or will use to help you actively read.</td>
</tr>
<tr>
<td>September 4, 2018 (T) Week 2</td>
<td>Guest speaker- Counseling Services</td>
</tr>
<tr>
<td>Topics:</td>
<td>Read: In Conversation (pp. 5-9); “Understanding the Rhetorical Situation” (D2L); Brent Staples’ “Black Men and Public Space” (D2L) Assignment Due: Annotate and bring to class “Black Men and Public Space.” (See “Annotation Example”</td>
</tr>
</tbody>
</table>
1) What can be interpreted?  
2) Rhetorical situation  
*Cartoon assignment introduced

| September 6, 2018 (TH) | Read: *In Conversation* (pp. 9-10 & 86-87); “Document Design” (D2L); “Pathos” (D2L); “Logos” (D2L); “Ethos” (D2L)  
Topics:  
1) MLA page formatting  
2) Rhetorical appeals (ethos, pathos, logos)  
Assignment Due: Find a song that has been covered by another person or group. Then write a 300-600 word analysis that explains how each version differs in how it “speaks” to the audience in terms of the rhetorical situation and all three appeals (ethos, pathos, and logos).  
*Submit an electronic copy to the D2L Dropbox labeled “Song Cover Assignment.” |

| September 11, 2018 (T) | Read: *In Conversation* (pp. 14-17)  
Week 3  
Peer Review  
➢ Meet in Steen Library, Room 102A (LINC Lab)  
Topic: How to peer review  
Assignments Due:  
1) Complete Draft of Essay 1  
*Submit an electronic copy of your letter and response to the D2L Discussion Board labeled “Essay 1 Draft” & if you have not already submitted an electronic copy of your picture to the D2L Discussion Board labeled “Essay 1 Pictures” please do so.  
2) Cartoon #1 Due |

| September 13, 2018 (TH) | Read: *In Conversation* (pp. 51-54); “Writing Style” (D2L)  
Topics:  
1) Rhetorical appeals (ethos, pathos, logos)- if needed  
2) Writing style (academic vs. informal tone)  
3) The Rhetorical Analysis genre  
*Essay 2 introduced  
Core objective skills addressed by Essay 2: Critical Thinking, Communication, Teamwork, Personal Responsibility, Social Responsibility  
Assignments Due:  
1) Final Draft of Essay 1 (letter, response, & letter to the class)  
*Submit electronic copies of all three items listed above to the D2L Dropbox labeled “Essay 1 Final Drafts” AND bring one hardcopy of the essay and picture to class for your instructor.  
2) Cartoon #2 Due |

| September 18, 2018 (T) | Read: *In Conversation* (pp. 254-271); “Point of View” (D2L)  
Week 4  
Topic: Writing style (point of view & word  
Assignments Due: |
<table>
<thead>
<tr>
<th>Choice) If you need a grammar refresher, check out:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>In Conversation</em> - “Use Verbs Skillfully” (pp. 272-288)</td>
</tr>
<tr>
<td>• <em>In Conversation</em> - “Use Pronouns to Be Clear” (pp. 289-301)</td>
</tr>
<tr>
<td>• <em>In Conversation</em> - “Use Adjectives and Adverbs Expertly” (pp. 302-307)</td>
</tr>
</tbody>
</table>

1) D2L Discussion Board Post - List 3 potential advertisement concepts your group is considering for the Rhetorical Analysis Group Project. (Only one member needs to post).

*Submit to the D2L Discussion Board labeled “Essay 2 Potential Ad Concepts”

2) Cartoon #3 Due

<table>
<thead>
<tr>
<th>September 20, 2018 (TH)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Crafting a well-written essay on the sentence level</td>
</tr>
</tbody>
</table>

**Read:** *In Conversation* (pp. 230-253)

**Assignments Due:**

1) As a group, create a contract that outlines the following:

- Meeting dates/times/locations,
- Contact info for each group member,
- The advertisement concept your group selected
- Lay out how you are going to present the issue/message of the advertisement
- Explain the division of duties for each group member
- The consequences (limited to Group Feedback Score Ratings) for varying degrees of participation or lack thereof
- What you will do if a group member cannot make a meeting. Can they earn back points lost by making up the meeting? Will you make meeting minutes?
- Will you report issues to your instructor? Trick question; the answer is yes. If I don’t know about it, I cannot help.

*Only one member of the group needs to submit an electronic copy of the contract to the D2L Discussion Board labeled “Essay 2- Group #” (choose your group’s number to submit to).

2) Then, all group members must respond to your group’s Discussion Board post to say that you agree to the terms outlined in the contract. (Failing to individually “electronically sign” the contract will leave you with a 0 for the daily work assignment).

3) Cartoon #4 Due

<table>
<thead>
<tr>
<th>September 25, 2018 (T)</th>
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<tbody>
<tr>
<td><strong>Week 5</strong></td>
</tr>
</tbody>
</table>

**Read:** *In Conversation* (pp. 308-337)
<table>
<thead>
<tr>
<th>Topic: Crafting a well-written essay on the sentence level (punctuation)</th>
<th>Assignments Due: 1) The cast of Gilligan’s Island (Gilligan, the Skipper, Ginger, Marianne, Mr. and Mrs. Howell, and the Professor) are shipwrecked on an uninhabited island. After being stranded on the island for five months, everyone has begun to turn against one another. Who will be the last survivor on the island? Use ethos, pathos, or logos (choose two) to explain who will be the last survivor on the island and why. 2) Cartoon #6 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Submit to the D2L Discussion Board labeled “Rhetorical Appeals Practice”</td>
</tr>
<tr>
<td>September 27, 2018 (TH)</td>
<td>Read: <em>In Conversation</em> (pp. 201-207 &amp; 161-166)</td>
</tr>
<tr>
<td>Topics: 1) Structure of a persuasive essay-Introduction 2) Crafting a thesis statement</td>
<td>Assignments Due: 1) Examine the example thesis statement handout you were given in class and determine how the thesis statement evolves from step to step. In other words, what changes from step 1 to step 3 and how, specifically, does it change? Does the thesis improve and, if so, in what ways? 2) Cartoon #5 Due</td>
</tr>
<tr>
<td></td>
<td>*Write your responses on the handout and bring it to class for discussion and submission.</td>
</tr>
<tr>
<td>October 2, 2018 (T) Week 6</td>
<td>Read: <em>In Conversation</em> (pp. 187-188 &amp; 208-212); “The Paragraph: Unity, Order (Emphasis), Coherence” (D2L)</td>
</tr>
<tr>
<td>Topics: 1) Structure of a persuasive essay- Body paragraphs and conclusion 2) Creating a unified, coherent paragraph</td>
<td>Assignments Due: 1) Complete the “Thesis Statement Practice Worksheet” and bring to class for submission. 2) Cartoon #7 Due</td>
</tr>
<tr>
<td>October 4, 2018 (TH) Recording Day (no class)</td>
<td>Read: None</td>
</tr>
<tr>
<td>Assignment Due: Complete the “Paragraph Unity” and “Coherence” worksheets and bring to class for submission on October 8th.</td>
<td></td>
</tr>
<tr>
<td>October 9, 2018 (T) Week 7</td>
<td>Read: “Synthesizing” (D2L); “Emphasizing Synthesis in Your Response” (D2L)</td>
</tr>
<tr>
<td>Topic: Synthesis</td>
<td>Assignments Due:</td>
</tr>
</tbody>
</table>
1) Post your advertisement recording to the D2L Discussion Board labeled “Essay 2- Group #” (choose your group’s number to submit to). Only one member of the group needs to submit.

2) Fill out and bring to class the “Group Feedback Sheet.”

3) Bring “Paragraph Unity” and “Coherence” worksheets to class for submission.

4) Cartoon #8 Due

<table>
<thead>
<tr>
<th>October 11, 2018 (TH)</th>
<th>Read: <em>In Conversation</em> (pp. 215-229)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review</td>
<td>Assignments Due:</td>
</tr>
<tr>
<td></td>
<td>1) Complete Draft of Essay 2</td>
</tr>
<tr>
<td></td>
<td>*Submit an electronic copy to the D2L Discussion Board labeled “Essay 2 Draft”</td>
</tr>
<tr>
<td></td>
<td>2) Cartoon #9 Due</td>
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</tbody>
</table>

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<thead>
<tr>
<th>October 16, 2018 (T)</th>
<th>Read: <em>In Conversation</em> (pp. 188-191)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Assignments Due:</td>
</tr>
<tr>
<td></td>
<td>1) Final Draft of Essay 2</td>
</tr>
<tr>
<td></td>
<td>*Submit an electronic copy to the D2L Dropbox labeled “Essay 2 Final Draft” AND bring one hardcopy of the essay to class for your instructor.</td>
</tr>
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<td></td>
<td>2) Cartoon #10 Due</td>
</tr>
</tbody>
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<thead>
<tr>
<th>October 18, 2018 (TH)</th>
<th>Read: <em>The Princess Bride</em> (Introduction, Chapter 1); <em>In Conversation</em> (pp. 142-147)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Integrating sources into an essay</td>
<td>Assignment Due: Cartoon #11 Due</td>
</tr>
<tr>
<td><em>Essay 3 introduced</em></td>
<td></td>
</tr>
<tr>
<td>Core objective skills addressed by Essay 3: <em>Critical Thinking, Communication, Personal Responsibility</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 23, 2018 (T)</th>
<th>Read: <em>The Princess Bride</em> (Chapters 2, 3, 4, and pp. 89-126 of Chapter 5); <em>In Conversation</em> (pp. 136-142 &amp; 149-157)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Assignments Due:</td>
</tr>
<tr>
<td></td>
<td>1) Choose one paragraph from any chapter you read for class today and write a paraphrase of it.</td>
</tr>
<tr>
<td></td>
<td><em>Remember that a paraphrase will be about the same length as the original being paraphrased. Then, you</em></td>
</tr>
</tbody>
</table>
must respond to at least two of your classmates to offer suggestions on how they could improve their paraphrase.

* So that others can reference the paragraph you paraphrased, you must notate the page # (and paragraph # on that page) for where the original passage can be found.

2) Cartoon #12 Due

| October 25, 2018 (T) | Read: *The Princess Bride* (pp. 126-163 of Chapter 5 and pp. 203-223 of Chapter 6); *In Conversation* (pp. 341-379). 
Skim the *In Conversation* reading, but pay close attention to the information about in-text citations, citation info for the topic items we will discuss in class, as well as the MLA essay that begins on p. 370. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Documenting Sources</td>
<td></td>
</tr>
<tr>
<td>- In-Text Citations</td>
<td></td>
</tr>
<tr>
<td>- Works Cited Entries- books, book chapters, journal articles, websites, interviews, YouTube videos, movies</td>
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<tr>
<td><strong>Assignments Due:</strong></td>
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<tr>
<td>1) Write a written response over chapter 5 of <em>The Princess Bride.</em></td>
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<tr>
<td><em>Submit an electronic copy to the D2L Dropbox labeled “The Princess Bride Written Response (Chapter 5)”</em></td>
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<tr>
<td>2) Sign Plagiarism Statement and bring to class for submission</td>
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<tr>
<td>3) Cartoon #13 Due</td>
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<table>
<thead>
<tr>
<th>October 30, 2018 (T)</th>
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<tbody>
<tr>
<td>Week 10</td>
</tr>
<tr>
<td>Topics:</td>
</tr>
<tr>
<td>1) Documenting Sources (if needed)</td>
</tr>
<tr>
<td>- Works Cited Entries- books, book chapters, journal articles, websites, interviews, YouTube videos, movies</td>
</tr>
<tr>
<td><strong>Assignments Due:</strong></td>
</tr>
<tr>
<td>1) Write a 150-word summary of Chapter 6 of <em>The Princess Bride.</em></td>
</tr>
<tr>
<td>2) Cartoon #14 Due</td>
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<tr>
<th>November 1, 2018 (TH)</th>
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<tbody>
<tr>
<td>Topic: Claim, evidence, and analysis</td>
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<tr>
<td><strong>Assignments Due:</strong></td>
</tr>
<tr>
<td>1) D2L Discussion Board- Post a work cited entry for both <em>The Princess Bride</em> novel and movie. Then, check two other classmates’ entries for correctness and</td>
</tr>
<tr>
<td>Date</td>
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<td>--------------------</td>
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</tbody>
</table>
| November 6, 2018 (T) Week 11 | Writing Day!  
> Meet in Steen Library, Room 102A (LINC Lab)  
Topic: Claim, evidence, and analysis | Offer suggestions on how to fix any errors you see.  
2) Cartoon #15 Due | Read: Lynda Barry’s “The Sanctuary of School” (D2L)  
Assignments Due:  
1) D2L Discussion Board Post- Respond to these questions (provide specific quotations from the text with documentation to support your assertions for the questions below):  
- What does Lynda Barry claim?  
- What evidence does she provide to support her claim?  
- How does she analyze her evidence?  
- How does she use the appeals (ethos, pathos, and logos) to make her claim?  
* Post to the D2L Discussion Board labeled “Identifying the Elements of Lynda Barry’s Argument”  
2) Cartoon #16 Due |
| November 8, 2018 (TH) | Peer Review  
> Meet in Steen Library, Room 102A (LINC Lab)  
Topic: Proposal genre  
For a procrastination tip, check out:  
- In Conversation- “Writer to Writer” (p. 194) | Read: In Conversation (pp. 60-66 & 105-121)  
Assignments Due:  
1) Complete Draft of Essay 3  
*Submit an electronic copy to the D2L Discussion Board labeled “Essay 3 Draft”  
2) Cartoon #17 Due |
| November 13, 2018 (T) Week 12 | Topics:  
1) Logical Fallacies  
2) Basic Research Skills (Finding Sources)  
*Essay 4 introduced  
Core objective skills addressed by Essay 4: Critical Thinking, Communication, Personal Responsibility, Social Responsibility | Read: In Conversation (pp. 71 & 173-176 & 179-182)  
Assignments Due:  
1) Final Draft of Essay 3  
*Submit an electronic copy to the D2L Dropbox labeled “Essay 3 Final Draft” AND bring one hardcopy of the essay to class for your instructor.  
2) Complete the “Movie Comparison Sheet” and bring it to class for submission.  
3) Cartoon #18 Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
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<tbody>
<tr>
<td>November 15, 2018 (TH)</td>
<td>Meet in Steen Library, Room 102A (LINC Lab)</td>
</tr>
<tr>
<td>Topics:</td>
<td><strong>Assignment Due:</strong> Complete the “Logical Fallacy Worksheet” and bring it to class for submission.</td>
</tr>
<tr>
<td>1) Basic Research Skills</td>
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<tr>
<td>- Guest speaker- Janie Richardson</td>
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<tr>
<td>2) Evaluating Sources</td>
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<td>- CRAAP test</td>
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<tr>
<td>3) Using Sources</td>
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<tr>
<td>4) Outlining</td>
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<tr>
<td>November 20, 2018 (T)</td>
<td>Thanksgiving Holiday; no class ☺</td>
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<tr>
<td>November 22, 2018 (TH)</td>
<td>Thanksgiving Holiday; no class ☺</td>
</tr>
<tr>
<td>November 27, 2018 (T)</td>
<td><strong>Read:</strong> None</td>
</tr>
<tr>
<td>Week 14</td>
<td><strong>Assignment Due:</strong> D2L Discussion Board Post - Using the idea you came up with for your upcoming paper (and your preliminary investigation information about your topic), type up a prospective outline for your problem-solution paper that includes prospective topic sentences for each paragraph and post it to the D2L discussion board with a brief explanation of why you chose to structure the paper in this way. Then respond to two other classmates’ paper outlines. *Post to the D2L Discussion Board labeled “Essay 4 Prospective Outline”</td>
</tr>
<tr>
<td>Writing Day, In-Class Conferences, In-Process Peer Review!</td>
<td></td>
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<tr>
<td>- Meet in Steen Library, Room 102A (LINC Lab)</td>
<td></td>
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<tr>
<td>November 29, 2018 (TH)</td>
<td><strong>Read:</strong> None</td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>Assignment Due:</strong> D2L Discussion Board- Post your working thesis for your problem-solution essay. Then, offer advice/constructive feedback to at least 2 classmates about how they could improve their thesis statement. *Post to the D2L Discussion Board labeled “Essay 4 Working Thesis”</td>
</tr>
<tr>
<td>Writing Day, In-Class Conferences, In-Process Peer Review!</td>
<td></td>
</tr>
<tr>
<td>- Meet in Steen Library, Room 102A (LINC Lab)</td>
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<tr>
<td>December 4, 2018 (T)</td>
<td><strong>Read:</strong> None</td>
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</table>
| Week 15                                                        | **Assignments Due:** 1) Complete Draft of Essay 4  
| Peer Review                                                    |                                                                                                                                    |
|   - Meet in Steen Library, Room 102A (LINC Lab)                |                                                                                                                                    |
|                                                                   | *Submit an electronic copy to the D2L Discussion Board*                                                                 |

Read: *In Conversation* (pp. 122-134 & 195-200 & 182-186)

Assignment Due: Complete the “Logical Fallacy Worksheet” and bring it to class for submission.

Assignment Due: D2L Discussion Board Post - Using the idea you came up with for your upcoming paper (and your preliminary investigation information about your topic), type up a prospective outline for your problem-solution paper that includes prospective topic sentences for each paragraph and post it to the D2L discussion board with a brief explanation of why you chose to structure the paper in this way. Then respond to two other classmates’ paper outlines.

* Post to the D2L Discussion Board labeled “Essay 4 Prospective Outline”

Assignment Due: D2L Discussion Board- Post your working thesis for your problem-solution essay. Then, offer advice/constructive feedback to at least 2 classmates about how they could improve their thesis statement.

* Post to the D2L Discussion Board labeled “Essay 4 Working Thesis”

Assignment Due: 1) Complete Draft of Essay 4

*Submit an electronic copy to the D2L Discussion Board*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read/Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>December 6, 2018 (TH)</td>
<td>Course wrap up, discussion of final exam, course evaluation</td>
<td>Assignment Due:</td>
</tr>
<tr>
<td></td>
<td>Meet in Steen Library, Room 102A (LINC Lab)</td>
<td>1) Final Draft of Essay 4</td>
</tr>
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<td></td>
<td>*Submit an electronic copy to the D2L Dropbox labeled “Essay 4 Final Draft” AND bring one hardcopy of the essay to class for your instructor.</td>
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<td>2) Cartoon #19 Due</td>
</tr>
<tr>
<td>December 11, 2018 (T)</td>
<td>Final Exam (10:30am-12:30pm)</td>
<td>Bring any outlining you have done to help you write your essay in class and a few pencils or pens.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Meet in Steen Library, Room 102A (LINC Lab)</td>
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</table>

**Peer Contact Info:**

Name: ___________________________ Number: ___________________________

Email: ___________________________ (USE D2L EMAIL ALSO)

Name: ___________________________ Number: ___________________________

Email: ___________________________ (USE D2L EMAIL ALSO)