To speak, read, write, interpret nonverbal cues, and respond to others requires a complex range of knowledge, skills, and strategies. Communication occurs continuously, and we often participate without thinking about the complex processes required. In this fundamental course, we will analyze (or break apart) communication, learning how “the wide array of communicative devices humans have at their disposal” (Nicotra 2) creates effects.

English 131 includes study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis, evaluation, and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

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**Materials and Texts**

We will use a **required** combination of loose-leaf printed text *Becoming Rhetorical* by Jodie Nicotra with digital study tools via *MindTap*. The least expensive version is *Loose-leaf Bundle + 1 Term (6 mo.) MindTap Printed Access Card*, available through the bookstore or directly from Cengage.

**ISBN-9781337758871**

*Lumberjacks Write*, provided by the University at no additional charge, is also **required**.

Course content will be accessed via D2L *Brightspace*, the school’s learning platform. Other tools, texts, and handouts as provided by instructor will be utilized, and students need pen, paper and computer access daily.
Student Learning Outcomes for English 131

At the completion of this course, students will be able to:

- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

General Education Core Curriculum

ENG 131 is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

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

By enrolling in ENG 131 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills - Written 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 ENG 131 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>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Rhetorical Analysis of Self</td>
<td></td>
</tr>
<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>
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<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>
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<td></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></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>
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</tr>
</tbody>
</table>
GRADING: PROCESS VS. PRODUCT

Your grade in this class depends not on a subjective analysis of the writing produced during the semester, but instead your grade rests on quantitative assessment of your immersion in the subject matter and timely completion of assigned tasks. Because we are studying the rhetorical process, I assess process more than product—although you cannot pass the course without producing a final product, which is an e-portfolio displaying no fewer than 15 pages final-draft-quality original work composed throughout the semester.

Grade Calculations

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily class activities and attendance</td>
<td>25%</td>
</tr>
<tr>
<td>Homework via D2L Brightspace and Cengage MindTap</td>
<td>25%</td>
</tr>
<tr>
<td>E-Portfolio</td>
<td>40%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

Course Requirements

Each day I will take attendance (attendance expressed as a percentage) and ask you to show or submit something as evidence of your involvement in the class activities (number of items submitted/number of requests made for submission expressed as percentage). These figures together represent 25 percent of the final grade.

Each week we will have a series of homework activities such as reading, watching, and listening; practice exercises; writing assignments; directions for items to bring to the following class; quizzes; and culmination tasks to review and reflect on in-class activities. Averaged grades for the homework series weigh 25 percent of the final grade.

Timeliness/consistency in adding work to the portfolio and completeness of its contents represents 40 percent of your final grade. Projects for the portfolio will include summary and argumentative compositions such as evaluations, process and rhetorical analyses, and reflection. You will submit your e-portfolio for my formal evaluation twice during the semester, first at a time of my choosing and second at a time of your choosing, when you decide it is ready for final evaluation (no later than two weeks before final exams). Are designated assignments present (ratio converted to percent)? Does each individual product match assignment specifications and minimum standards for the type or genre or product (weak >60%, satisfactory=60-80%, or strong >80%)? You will have several grades per evaluation that combined represent 40 percent of your final grade.

The final exam will test concepts and vocabulary fundamental to the text Becoming Rhetorical and the topics of rhetoric and composition. It accounts for 10 percent of your final grade.

Attendance

Do not miss more than two (2) classes. If you plan to miss class, inform me in writing beforehand. Contact me as quickly as you can after an absence due to emergency. Absences are unexcused until the instructor receives written documentation of treatment of illness, religious observation, family emergency, and/or participation in certain SFASU-sponsored events. You are responsible for homework on D2L, however graded in-class activities cannot be made up without prior arrangement. Attendance matters. Tardies may accrue to become absences (3 tardy = 1 absence). Any student who is unprepared for in-class activities, does not participate, and/or ignores guidelines may be counted absent for that day. More than six unexcused absences may constitute failure in the course.

Commitment

It is your personal responsibility to attend class and complete assigned tasks during and between classes. This course requires a focused time commitment: two or three times the number of credit hours (3 credits x 2 or 3 = 6-9 hours) immersed in learning activities. Successful completion requires access to the course text and digital text product.
MISCELLANEOUS

Academic Integrity

Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. Academic dishonesty includes both cheating and plagiarism.

Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

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

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

Withheld Grades (A-54)

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Accessibility and Accommodation

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservice.

The Academic Assistance and Resource Center (AARC)

The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.
TENTATIVE COURSE CALENDAR
This calendar provides a tentative schedule for progressing through the content and materials addressed in ENG 131 Rhetoric and Composition. I reserve the right to make and post changes to this tentative schedule online via the class D2L Brightspace according to the needs of the individual members enrolled in the course. Detailed content, information, assignments, and checklists for completion will appear in our course D2L Brightspace.

I. Getting Acquainted with Rhetoric Aug 27, 2018 – Sept 21, 2018

II. Differentiating between Rhetorical Processes and Products: Sept 24 – Oct 12, 2018
   a. Week Five: What Is Analysis? Parts and functions
   c. Week Seven: What Is Analysis? Logic and organization

III. Responding to and with Rhetoric: Oct 15 – Nov 2, 2018
   c. Week Ten: What Is Rhetorical Response? Flex week for catch-up or work days

IV. Moving Forward with Rhetoric: Nov 5 – Dec 7, 2018
   a. Week Eleven: What Does It Mean to Become Rhetorical? E-Portfolios
   b. Week Twelve: What Does It Mean to Become Rhetorical? E-Portfolios
   c. Week Thirteen: What Does It Mean to Become Rhetorical? Reflection
   d. Week Fourteen: What Does It Mean to Become Rhetorical? Speculation

V. Finals: Dec 10 – 14, 2018