Instructor: Ms. Jerri Bourrous  
Office: LAN 178  
ENG 131.044  
Office hours: 9:30-10:45 TR, 10:30-11:30 MWF  
Ferguson 176 TR @ 2:30  
Phone: 936.468.5333  
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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 to 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.

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

ENGLISH PROGRAM LEARNING OUTCOMES
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in 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 English 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”
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 English 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>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Persuasive essay – details TBA</td>
<td>December 6</td>
</tr>
</tbody>
</table>

**ENGLISH 131 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).

REQUIRED TEXTS
Lumberjacks Write, 6th edition, edited by Courtney Adams Wooten (will be provided).

GRADES AND EVALUATION
Assignments – each assignment is due at the beginning of class. You must turn in a hard copy at the beginning of class AND submit all major essays online to D2L. Your assignments will not be graded until it is turned in both places. There will be a separate Dropbox folder in D2L for each major essay assignment. Instructions will be given for the process if needed and not knowing how to submit to D2L Dropbox WILL NOT serve as an acceptable excuse for not turning in these assignments.

Personal Narrative essay – this essay topic is up to you. Choose a personal experience to write about, one that has had an impact on you. We will be working on your writing craft in class. Although the topic is personal, it should still be a formal essay. This essay will be 1100-1200 words in length. More details and my expectations for the assignment will be made available separately at a later date. Due date: Wednesday, September 5.

Literary Analysis essay – this essay will focus on Peter Pan. You will write an analysis, or explication, of the novel as a standalone or in junction with the film, Hook. The purpose of this essay is for you to be able to read a text closely, derive meaning from it, and be able to express your thoughts and ideas in an eloquent manner. This essay will be 1200-1500 words in length. More details and my expectations for the assignment will be made available separately at a later date. Due date: Wednesday, October 10.

Rhetorical Analysis essay – choose any song, film, tv series, novel, etc. you enjoy and explain how the author/writer uses rhetoric. The purpose of this essay, like the literary analysis essay, is for you to be able to read and explicate a text while being able to recognize and use the rhetorical process. This essay will be 1300-1500 words in length. More details and my expectations for the assignment will be made available separately at a later date. Due date: Monday, November 12.
**Persuasive essay** – choose any topic you’d like and craft an argument. The purpose of this essay is for you to be able to build a strong argument using the skills you have acquired over the course of the semester in order to persuade your target audience. You will be required to use secondary sources for this essay and it will be 1500-1800 words in length. More details and my expectations for the assignment will be made available separately at a later date. **Due date: Wednesday, December 5.**

**Peer Reviews** – Peer review is an important asset that should be taken advantage of in this course. There will be two peer review days, listed on the course calendar, that are **mandatory**. Although peer reviews count only as a daily grade, you will receive a zero if you fail to participate or turn in your comments.

**Conferences** – Students will meet with me for at least one **mandatory** conference that will take place near the end of the semester. If you fail to appear for your conference, you will be counted absent. Details will be provided as the dates approach.

**Quizzes** – You will sometimes receive quizzes over assigned readings and class discussions. At the end of the semester, your two lowest quiz grades will be dropped.

**Final Exam** – Using the skills you’ve acquired over the course of the semester, you will write an essay during the scheduled final exam period. Details and materials will be discussed as the date approaches.

**Extra Credit** – A substantial visit to the AARC will award you five extra points to one major essay grade. Utilization of the resources available to you are an important part of your education.

**Breakdown of Grades:**
- Attendance – 5%
- Quizzes – 5%
- Daily Work – 5%
- Personal Narrative – 10%
- Literary Analysis – 15%
- Rhetorical Analysis – 20%
- Persuasive Essay – 25%
- Final Exam – 15%

**ALL ASSIGNMENTS** must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each assignment must meet the assignment requirements for page length and source requirement. Failing to do so will result in a **SIGNIFICANT** drop in your grade. Individual assignment sheets will be provided with further details.

According to university policy, your final grade for the course will consist of a letter grade only. Here is a general description of each letter grade:
A – Student meets and exceeds the expectations for the assignment. Writing demonstrates an understanding of all the key concepts needed to effectively complete the essay. Few, if any, grammatical and/or syntactical errors.

B – Student meets the expectations for the assignment. Writing demonstrates an understanding of most of the key concepts needed to effectively complete the essay. Few grammatical and/or syntactical errors.

C – Student meets the expectations for the assignment. Writing demonstrates a basic understanding of some of the key concepts needed to effectively complete the essay. Several grammatical and/or syntactical errors.

D – Student does not meet at least one expectation for the assignment. Writing demonstrates little understanding of the key concepts needed to effectively complete the essay. Many grammatical and/or syntactical errors.

F – Student does not meet most or all expectations for the assignment. Writing demonstrates little to no understanding of most of the key concepts needed to effectively complete the essay. Pages are missing or plagiarism may have occurred. Writing is incomprehensible with many grammatical and/or syntactical errors.

Grade evaluation may be discussed 48 hours after essays have been returned. I will not discuss it with you until the two-day window has passed.

**ATTENDANCE**
Attendance is mandatory. In order to be successful, you will need to attend class regularly, arrive prepared and on time, and stay for the duration. Three (3) tardies will count as one absence. You will not be counted tardy until after I have checked attendance. Sleeping in class is unacceptable. If caught sleeping, you will receive one warning; afterward, you will be counted absent. You are allowed five (5) excused and/or unexcused absences before your grade is affected. After the sixth absence, you will be docked one final letter grade. Students with more than seven (7) absences, whether excused or unexcused, who fail to drop the course will receive a final grade of F. Excused absences include family emergencies, university sanctioned events, and extreme medical emergencies, such as hospitalization. All excused absences must have proper documentation (e-mails do not count). Missing class for any reason will not excuse you from homework and/or major assignment deadlines. You must return to class prepared for that day’s discussion. Please keep track of your tardies and absences.

**LATE ASSIGNMENTS**
Late work is accepted only for major essay assignments and only when documentation has been provided. One letter grade will be docked for each day the assignment is late. University policy excuses students for serious personal illness requiring hospitalization
and family emergencies such as a death in the immediate family. You will be responsible for providing satisfactory documentation for such situations. Extensions for major assignments will be left to my discretion, but you must see me prior to the due date with proper documentation.

**USING AN OOPS** – For one assignment only, you will be allowed a one-week extension with no penalty. In order to take advantage of this, write OOPS! at the top of the assignment when it is turned in.

**WITHHELD GRADES – SEMESTER GRADES POLICY (A-54)**
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**ACADEMIC INTEGRITY**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. If you are caught cheating or plagiarizing in my class, my findings will be discussed with you to determine punishment, which might be giving you a failing grade.

To clarify, 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.

**ACCEPTABLE STUDENT BEHAVIOR**
A recent policy from the Provost's Office states, “Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn
from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

Individual classroom policies:

✓ Cell phones, headphones, earbuds, iPods/mp3 players, laptops, and tablets are not allowed in class unless your textbook is electronic. If I see these items or hear them more than once, you will be warned once. After your first warning, you will be marked tardy for the class period. If you need to answer an emergency phone call, please step out of the classroom so as not to disturb or disrespect your classmates. If you are expecting an important phone call or if there is an extenuating circumstance, such as sick children, and need to leave your phone on your desk, please speak with me before class.

✓ Do not bring noisy or smelly snacks to class. Please be mindful and respectful to your fellow classmates. You may bring drinks to class, but keep in mind that you will have to clean it up if you spill it. Be sure to bring drinks with some sort of lid on the cup or bottle.

✓ Please don’t interrupt me or your classmates. It is rude to do so. If you’d like to add to the conversation, please raise your hand.

✓ Sleeping, daydreaming, doing homework for another class, talking to classmates about something unrelated to the classroom conversation, and not paying attention are not allowed. I will warn you once, but afterward you will be marked tardy without any notice.

✓ If you need to contact me by e-mail, please put ENG 131 and your section number in the subject line. I DO NOT accept assignments by e-mail unless I specifically give you permission to do so. Please be professional. I will not respond to e-mails that are written poorly and/or written disrespectfully. DO NOT e-mail me through D2L because I may not check it.

DISCRIMINATION/SEXUAL HARASSMENT
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 for Policy E-46.
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/.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108. To schedule a weekly appointment, visit sfasu.edu/aarc and sign up ASAP.
**COURSE SCHEDULE**

This schedule is tentative and I reserve the right to change it at any time. Any changes will be posted to D2L.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| **Monday, August 27** | Introduction to class and syllabus  
HW: Post on D2L discussion board “Introductions” |
| **Wednesday, August 29** | Personal narrative essay assignment  
Grammar review  
Thesis statements/crafting  
HW: Read handout and bring at least two rough body paragraphs for next class |
| **Monday, September 3** | Quiz  
Editing body paragraphs and narrowing thesis statements  
HW: Finish personal narrative essay |
| **Wednesday, September 5** | **Personal narrative essay due**  
Literary analysis essay assignment  
Scholarly vs. credible sources  
Summary vs. analysis  
HW: Read chapters 1-5 of *Peter Pan* |
| **Monday, September 10** | Group discussions  
HW: Read chapters 6-9 of *Peter Pan* |
| **Wednesday, September 12** | Group discussions  
HW: Read chapters 10-13 of *Peter Pan* |
| **Monday, September 17** | Begin watching *Hook*  
HW: Read chapters 14-17 of *Peter Pan* |
| **Wednesday, September 19** | Finish *Hook*  
Discussion  
HW: Post on D2L discussion board |
| **Monday, September 24** | Literary analysis/devices  
Find 2-3 possible essay topics  
HW: Narrow down topic |
| **Wednesday, September 26** | Quiz over literary devices  
Essay topics  
Crafting an analytical thesis statement  
HW: Post on D2L discussion board your rough thesis statement |
| **Monday, October 1** | Meet in library for research lesson  
Quiz over library information  
HW: Find at least two scholarly sources for next class |
| **Wednesday, October 3** | Peer reviews  
Citation information/practice  
HW: Work on essay |
<p>| <strong>Monday, October 8</strong> | Meet in library for writing and research |
| <strong>Wednesday,</strong> | <strong>Literary analysis essay due</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>October 10</td>
<td>Rhetorical analysis essay assignment&lt;br&gt;Rhetorical situation&lt;br&gt;HW: Read handout</td>
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<tr>
<td>Monday, October 15</td>
<td>Quiz on rhetorical situation&lt;br&gt;Applying rhetoric&lt;br&gt;Crafting rhetorical essays&lt;br&gt;HW: Post on D2L discussion board</td>
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<tr>
<td>Wednesday, October 17</td>
<td>Peer review thesis statements&lt;br&gt;Summarizing vs. paraphrasing&lt;br&gt;HW: Work on essay/presentation</td>
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<tr>
<td>Monday, October 22</td>
<td>Small presentation of rhetorical example</td>
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<tr>
<td>Wednesday, October 24</td>
<td>Small presentation of rhetorical example</td>
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<tr>
<td>Monday, October 29</td>
<td>Meet in library for writing/research</td>
</tr>
<tr>
<td>Wednesday, October 31</td>
<td>Peer reviews&lt;br&gt;Choose partner and topic for debates&lt;br&gt;HW: Work on essay/meet with partners</td>
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<tr>
<td>Monday, November 5</td>
<td>Conferences</td>
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<tr>
<td>Wednesday, November 7</td>
<td>Conferences</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td><strong>Rhetorical analysis essay due</strong>&lt;br&gt;Persuasive essay assignment&lt;br&gt;Choose topic&lt;br&gt;HW: Post topic on D2L discussion board for approval</td>
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<tr>
<td>Wednesday, November 14</td>
<td>Meet in library for writing/research</td>
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<tr>
<td>Monday, November 19</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Wednesday, November 21</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Monday, November 26</td>
<td>Debates</td>
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<tr>
<td>Wednesday, November 28</td>
<td>Finish debates&lt;br&gt;Peer reviews</td>
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<tr>
<td>Monday, December 3</td>
<td>Discuss final</td>
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<tr>
<td>Wednesday, December 5</td>
<td><strong>Persuasive essay due</strong></td>
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<tr>
<td>December 10-14</td>
<td>Final Exams (time &amp; date TBD)</td>
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