Instructor: Carrie Read Standley
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Classroom phone: 409-547-2241; ext.124
English office phone at SFA: 936-468-2101
Conference: 6th period (1:05-1:50)

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 or 235H. Prerequisite: Pass or exemption from THEA or a C in English 099. Must earn a grade of C or higher to be admitted to English 132. College Bulletin, 2018-2019

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

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. 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 (examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual).
COURSE TEXTBOOKS:


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

ATTENDANCE/SCHEDULE:
We will meet class on the WISD schedule, and all WHS attendance policies apply. Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will necessarily mean that you miss valuable information and will consequently be at a disadvantage when writing your essays. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance. I do not punish students for missing class due to other school involvement; however, be aware that your grade will reflect the fact that you frequently miss instruction. If you absolutely must miss class, it is your job to schedule a time to make up missed work. It is not my responsibility to remind you to make up your assignments. If you need to come in to make up an assignment, please make an arrangement to come in at a time that is convenient; however, understand that you may not be able to make up all assignments. If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment. I am available by appointment from 3:00-4:00 and during lunch for tutorials and for make-ups. My conference is during sixth period, and I can be found in the library most any time of day. Please make every effort to make up assignments and to get help during these times.

ACADEMIC INTEGRITY: (A-9.1):
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better
grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp.

WITHHELD GRADES POLICY (A-54): The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES: To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

GRADES: Your grade in this class will reflect the work that you do on essays, exams, and in-class work done throughout the course of the semester. Daily work will consist of exercises done in the process of writing your essays, article reflections, grammar exercise, vocabulary development, and participation. Your papers will be graded based on the rubric and grades will be assigned using the following scale:

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

COURSE REQUIREMENTS:
1. Five essays, varying in length as the semester progresses, over topics which will be discussed in class. (75% of final grade)*
2. Assigned readings
3. Graded grammar and vocabulary exercise
4. Class discussion
5. Mid-term and final written exams (10 and 15% of final grade, respectively)

* My expectations of your skills will increase as the course progresses; expect the final paper to be graded more harshly than the first one. Additionally, two of our essays will be written in class.

TENTATIVE WEEKLY SCHEDULE:

Week 1: Introduction to course.
Week 2: Diagnostic grammar exam (there is no grade)
    Vocabulary unit 1
    Appropriate grammar review
Week 3: Modeling effective essays
    Vocabulary unit 2
Assign 1st essay: Personal Analysis Narrative
    Appropriate grammar review
Week 4: Thesis construction
    Pre-Writing
    Vocabulary unit 3
    Appropriate grammar review
Week 5: Revising and editing
    Intro to Logos, Ethos, and Pathos
    Appropriate grammar review
Week 6: Discussion on Advertising
    Vocabulary unit 4
    Assign 2nd essay: Analysis of advertising texts
    Appropriate grammar review
Week 7: Introduction to Classical Argument
    Vocabulary unit 5
    Revising and editing
    “American Dream” discussion
Week 8: Mid-term exam
    Watch A Place in the Sun
Week 9: Assign 3rd essay: Argument essay
    Revising and editing
    Vocabulary unit 6
Week 10: Begin research instruction
    Credible sources
    MLA format
    Citations
    Plagiarism
Week 11: Research topics chosen
    Vocabulary unit 7
    Research
Week 12: Research
Week 13: Research papers due (4th essay)
    Vocabulary unit 8
Week 14: Synthesis
    Writing conferences
    Final Exam
Week 15: Final essay (5th), written in class