Description:
Rhetoric and Composition (ENGL 1301) - 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. 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. 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 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>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Justice Argument Synthesis</td>
<td>December 7, 2018</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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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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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<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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**Student Learning Outcomes for ENG 131:**
ENG 131 learning outcomes are the goals that students must meet as part of the Freshman Composition requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’
command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos).

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

Course Textbooks:

- Born a Crime by Trevor Noah
  November 2016

- The Hacking of the American Mind by Dr. Robert Lustig
  September 2017

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

Attendance/Schedule:

We will meet class on the NISD schedule, and all NHS 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.

If you absolutely must miss class, it is your job to schedule a time to make up missed work. You have a syllabus with all assignments listed; 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, before school, and during lunch for tutorials and for make-ups. My conference is during first period. 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:**

All grades for this course will be posted in D2L.

Your grade in this class will reflect the work that you do on essays, presentations, 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, blog entries, article reflections, vocabulary development, and participation. During the writing process for each essay, I will develop a rubric based on the assignment and on class instructional needs. 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.

Rewrites: At the end of the semester, you will be allowed to rewrite one essay. When submitting a rewrite, you must first conference with me about the essay you wish to revise. After revision, you will also need to write a reflection essay to turn in with the revision in which you discuss the changes you made to your essay and why you made them. If all parts are satisfactorily completed, you may earn up to half points lost on the original assignment. You may not revise the last paper of the semester.

Course Requirements:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LENGTH</th>
<th>WORTH</th>
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<tbody>
<tr>
<td>1. Summer Reading Posts and Responses</td>
<td></td>
<td>10 points</td>
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<tr>
<td>2. Summary Essay</td>
<td>(2 pages)</td>
<td>20 points</td>
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<tr>
<td>3. Personal Narrative Essay</td>
<td>(2 pages)</td>
<td>20 points</td>
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<tr>
<td>4. Ethics Presentation</td>
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<td>30 points</td>
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<tr>
<td>5. Fallacy Presentation</td>
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<td>30 points</td>
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<tr>
<td>6. Argument Timed Writing</td>
<td>(2 pages)</td>
<td>20 points</td>
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<tr>
<td>7. Classical Argument Essay</td>
<td>(3-5 pages)</td>
<td>40 points</td>
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<tr>
<td>8. Rogerian Argument Essay</td>
<td>(4-6 pages)</td>
<td>50 points</td>
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<tr>
<td>9. Synthesis Timed Writing</td>
<td>(2 pages)</td>
<td>20 points</td>
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<tr>
<td>10. Synthesis Essay</td>
<td>(5-7 pages)</td>
<td>60 points</td>
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<tr>
<td>11. Membean Vocabulary Study</td>
<td>(4 grade checks)</td>
<td>15 points each</td>
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<tr>
<td>12. Socratic Seminar Preparation/Participation</td>
<td>(3-4 total)</td>
<td>10 points each</td>
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<tr>
<td>13. Final Exam</td>
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<td>30 points</td>
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Course Timeline

Unit One—How to Read, Summary and Close Reading

Week One: August 27-31

➢ Introduction to course
➢ Annotation exercises
➢ Introduction to Summary

Week Two: September 4-7

➢ Summary Exercises
➢ Summary Essay
Unit Two—How to Think, Narrative and Ethics

Week Three: September 10-14
- Introduction to Narrative
- Personal Narrative Essay Due

Week Four: September 17-21
- Ethics Project introduction

Week Five: September 24-28
- Membean Check #1
- Ethics Presentation
- Introduction to the Rhetorical Triangle
- Introduction to the Rhetorical Appeals

Unit Three—How to Communicate, Socratic Seminar and Fallacies

Week Six: October 1-5
- Introduction to Costa’s Three Levels of Questions
- Discussion of Born a Crime
- Socratic Seminar #1
- Introduction to Fallacies

Week Seven: October 8-12
- Fallacy Presentation
- Membean Check #2

Unit Four—Classical Argument

Week Eight: October 15-19
- Introduction to Classical Argument
- Mid-Semester Grades Submitted
- Argument Timed Writing
- Socratic Seminar #2
- Assign Health readings
- Assign Argument essay
- Argument essay Outlining

Week Nine: October 22-26
- Discussion of The Hacking of the American Mind
- Argument essay Drafting
- Argument Essay Due
- Membean Check #3

Unit Five—Rogerian Argument

Week Eleven: November 5-9
- Introduction to Rogerian Argument
- Assign Nature readings
- Socratic Seminar #3
- Outlining Rogerian essay
- Drafting Rogerian essay
- Rogerian Essay Due
- Assign Justice readings

Week Twelve: November 12-16
- Membean Check #4

Thanksgiving Week

Unit Six—Synthesis

Week Thirteen: November 26-30
- Introduction to Synthesis
- Synthesis Timed Writing
- Socratic Seminar #3
- Synthesis Matrix
- Synthesis Conferences
- Synthesis Drafting
- Synthesis Capstone Due
- Membean Check #4

Week Fourteen: December 3-7
- Finals Week

Week Fifteen: December 11-15
- Synthesis Conferences
- Synthesis Drafting
- Synthesis Capstone Due
- Membean Check #4