English 131-000: Rhetoric and Composition

Section 005
Semester: Fall 2018
Location: Ferguson 271
Time: MW 2:00-3:45 p.m.

Instructor: Brody Wedgeworth
Email: wedgeworbc@sfasu.edu
Office: F 280
Office Hours: 10-11:30 a.m. Mon

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 English 131, you will study the writing process and apply it to four varied and multipart essays. This is to teach you the necessary writing and communication preparation and process skills to accomplish projects in your major related courses and future jobs or careers. You will read several essays and a short novel concerning the concept of identity and its formation on personal, corporate, and community levels in order to strengthen your critical thinking, analytical, and rhetorical reading and writing skills.

Textbooks
Lumberjacks Write
50 Essays: A Portable Anthology edited by Samuel Cohen (any edition)
Writing Tools by Roy Peter Clark
Do Androids Dream of Electric Sheep? by Philip K. Dick
Additional readings will be provided on D2L as necessary.

Student Learning Outcomes for 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).

Assignments
Your final grade is determined by the sum of the percentages that you earn for each major assignment in the course.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Journal Entries</td>
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<tr>
<td>Personal Narrative Essay</td>
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<tr>
<td>Literary Analysis Essay</td>
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<tr>
<td>Rhetorical Analysis Essay</td>
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<td>Persuasive Essay</td>
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Participation / Journal Entries 20%
You will notice that Participation and Journal Entries equal 20% of your final grade. I expect every student to participate in class; however, I am willing to consider individual students’ participation grades in light of substantial and diligent journal entries at midterms and finals. That doesn't mean you can get away with not participating, only that I realize people have different skills. We will be using our journals in class often and I will assign entries and reflections every so often to assess your understanding of the material. You will also complete journal reflections after you turn in each essay as well as after you receive instructor feedback. We will be using Evernote accounts to keep track of and share journals. There will be a handout on D2L that explains journal expectations and includes examples. We will set up Evernotes accounts together in class.

Personal and Cultural Narrative 10%
This essay will focus on the importance of identity to the writing process and the formulation of our perceptions. You will read and analyze Umberto Eco’s essay “Inventing the Enemy,” and then use a major quote or point to engage with Eco’s concept of the enemy’s role in identity formation; however, you must relate Eco’s claims to your personal experiences. The essay is 4 pages minimum and requires you to use critical analysis to reflect upon and support your own personal experiences.

Literary Analysis 20%
You will read Do Androids Dream of Electric Sheep? by Philip K. Dick and then analyze the novel’s conception of identity alongside two scholarly sources. You will write a 5-6 page essay that assesses the concept of identity formation, and, especially, explore how memory affects identity formation.

Rhetorical Analysis with Synthesis 20%
In this essay, you will continue to examine the formation of identity and its relation to corporate advertising rhetoric. You will choose from a selection of corporate brands to analyze
for rhetorical strategies and discuss how they use rhetoric to build a corporate identity. You will also analyze and reflect upon how corporate branding is used to build personal identity. This essay is 5 pages minimum and will synthesize three sources to complete a rhetorical analysis of corporate branding and an analysis of advertising’s impact on corporate and individual identity.

Persuasive 30%

This essay will focus on the effects communities have on identity formation. You will choose one of three essays on which to base your argument and then find 2-3 more sources from research databases and local newspapers. You must write 6-8 pages synthesizing your research information around a persuasive argument concerning a narrowed topic in community identity formation.

Presentation / Infographic 5%

You will create either a slideshow (PowerPoint, Prezi, and Google Slides) or an infographic and present the information on community identity formation you have encountered in the course of writing your persuasive essays. The presentation must last from 3-5 minutes and focus on informing rather than arguing.

Attendance

Attendance is expected and required. I will take roll each class. Many of the essays in this class require multiple steps and multiple due dates for their subsequent parts. Students who do not attend regularly will not only miss important information, they could easily jeopardize their final grade. I will allow 3 unexcused absences during the course of the semester. Students will lose five points from their final grade for each subsequent absence up to 6 unexcused absences. After 6 unexcused absences, I reserve the right to fail you for the course. If you have a valid excuse, such as a doctor’s note, I will not count it toward your unexcused absences. The validity of your excuse will be measured against university policies and guidelines for excused absences. If you are an athlete that will have multiple excused absences during the semester, please let me know at the start of the semester. It’s okay to be absent for a good reason, be it mental health awareness or sickness. If you’re having issues with coming to class, shoot me an email so that I am aware. It’s always best to inform me beforehand.

Please come to class on time. Things happen and I understand. I commuted an hour each way for most of my degrees, so I understand issues come up. I will take roll at the beginning of each class, so if you are late, please enter quietly and begin working. After class, let me know what happened and I’ll decide whether it warrants a correction.

Regardless of your absence, excuse or unexcused, you must complete the coursework or readings on time. If you miss a class, that means completing the reading requirements before the next class. Most of what we do involves multiple steps, so take care of business. If you want to know what you missed in class, ask a classmate or check the calendar on D2L.

Late Work

I will not repeat material discussed in class if you are absent officially or otherwise. If you wish to make up an in-class graded activity, such as a peer review, then you must have a documented excused absence. Check SFA policy on excused absences for further information. If you know that you cannot turn in your essay on time, you must make prior arrangements with me beforehand. This means being aware of due dates and possible hiccups in your own life. Turning
in major assignments should not be a huge problem as we will be using D2L Dropbox. If the paper is late and you have not made arrangements with me, I will take 10 points off the final grade for each business day that it is late. If the paper is not submitted to D2L by the cut-off time, then that paper is considered one day late.

Grades
   I do not use holistic rubrics for my courses; however, each essay will have an assignment specific rubric that assesses works on a letter grade scale of A-F. These will be provided alongside each assignment.
   University policy dictates that final grades for the course consist of a single letter grade (no plus or minus).

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.

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

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/.
Student Behavior

I will not tolerate disruptive behavior in the classroom. If I find that you are being openly antagonistic toward me or your classmates, I will ask you to leave class and I will assess whether any other applicable procedures or penalties apply to the situation.

Email

I respond to email Monday through Friday during regular work hours. If you email outside of these times, I will respond to your email at the first opportunity.

AARC

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

Course Calendar

This is a tentative and general overview of the semester schedule. While some due dates may be subject to change, no essays or major projects will be due earlier than listed. I will announce any changes in class and update the syllabus and calendar on D2L to reflect these changes. I have also listed homework and reading assignments under each class date. Journal entries and reflections are listed after certain readings and major assignments.

Mon Aug 27 – Class introduction and review of syllabus.
  Homework – Read “Why I Write” (on D2L) and “Shooting an Elephant” (Cohen pp. 284-91) by George Orwell.

Wed Aug 29 – Discuss readings. The importance of identity in our writing.
  Homework – Read “Build your Work Around a Key Question” (pp. 150-54) in Writing Tools and “Inventing the Enemy” by Umberto Eco on D2L. Bring “Enemy” and notes to class on Monday.

Mon Sept 3 – Discuss readings and personal narrative essay handout.
  Homework – Create a list of potential personal events / topics and bring to class Monday. Read “The Ways We Lie” by Stephanie Ericsson (Cohen pp. 159-68) and “Work from a plan” (pp. 119-24) and “Limit self-criticism in early drafts” (pp. 232-35) in Writing Tools.

Wed Sept 5 – Discuss readings and assess topics in groups. Briefly discuss outlines.
  Homework – Read “Get the name of the dog” (pp. 72-75), “Report and Write for Scenes” (pp. 167-73), and “Write Toward an Ending” (pp. 188-92) in Writing Tools. Create a brief outline for your essay and bring to class Monday.

Mon Sept 10 – Discuss readings. Lecture on grammar and formatting papers. The importance of writing in stages.
  Homework – Read “Mother Tongue” by Amy Tan (Cohen 396-402) and “How to Tame a Wild Tongue” by Gloria Anzaldúa (Cohen 33-45). Begin writing personal narratives.

Wed Sept 12 – Discuss procedures for peer review and practice peer reviews in groups. Discuss readings, especially style and voice.
  Homework – Finish first draft of personal narrative essay for in-class peer review on Monday. Read “The Crack Up” by F. Scott Fitzgerald on D2L.
Mon Sept 17 – First draft of essay due. In-class peer review. Discuss incorporating feedback and “The Crack Up.”

**Homework** – Read “Learn from your critics” (pp. 236-239), “Cut big and then small” (pp. 50-56) and pages 11-22 in *Writing Tools*. Work on essays.


**Homework** – Finish essays. Due in the Dropbox by Sunday at midnight. Read “Harrison Bergeron” by Kurt Vonnegut on D2L.

Mon Sept 24 – **Personal Narrative essay due.** Introduce the author and the background of the novel. Analyzing short stories. Discuss expectations of journal prompts and reflections for the upcoming readings.

**Homework** – Read *Androids*. Write a one-page reflection (250 words max) on your takeaways from the personal narrative essay in your journals.

Wed Sept 26 – Lecture on literary analysis. Analyze a scene from *Blade Runner* in class. Discuss literary analysis essay handout.

**Homework** – Read *Androids* Chapters 1-7 and “We Can Remember It For You Wholesale.”

Mon Oct 1 – Discuss *Androids* chapters 1-7. Brief lecture on SEAE and academic style.

**Homework** – Read *Androids*.


**Homework** – Read *Androids*.

Mon Oct 8 – Discuss *Androids* chapters 11-18. Begin discussing academic style and voice.

**Homework** – Read *Androids*. Begin writing essays.


**Homework** – Read the companion piece to *Androids*. Journal reflection over *Androids* and identity. Work on essays.

Mon Oct 15 – Discuss *Androids* and companion piece. MLA style and formatting. Citation practice. Expectations for peer review.

**Homework** – Finish full first draft for Wednesday.

Wed Oct 17 – In-class peer review. Workshop essays.

**Homework** – Finish essays. Due in the Dropbox by Sunday at midnight.

Mon Oct 22 – **Literary Analysis essay due.** Lecture on the appeals and the rhetorical situation. Rhetorical analysis essay handout and expectations.

**Homework** – Write a one-page reflection (250 words max) on your takeaways from the Literary Analysis essay in your journal. Read “Politics and the English Language” by George Orwell on D2L.

Wed Oct 24 – Discuss “Politics” and upcoming advertising summaries. Look at advertising images online.

**Homework** – Find your images online and write summaries for class on Monday.

Mon Oct 29 – **1.5-2 page summary due.** Lecture on Logical fallacies.

**Homework** – Find your company’s mission statement online and bring to class. Begin outlining and writing essays.

Wed Oct 31 – Lecture on diction. Analyze the diction of mission statements. Discuss MLA style and citing website sources.

**Homework** – Continue writing essays. Read “Evaluating Sources.”
Mon Nov 5 – Discuss “Evaluating sources.” In-class examples. Lecture on synthesis and common problems.
    Homework – Finish first full draft of essays for peer review on Wed.
Wed Nov 7 – In-class peer review. Workshop essays.
    Homework – Finish essays. Due in the Dropbox by Sunday at midnight.
Mon Nov 12 – Rhetorical Analysis essay due. Lecture on persuasive writing. Discuss Persuasive essay handout.
    Homework – Write a one-page (250 words max) reflection on your takeaways from the Rhetorical analysis essay. Read “Communities” piece.
Wed Nov 14 – Discuss “Communities.” Brief look at library databases.
    Homework – Bring a list of topics for persuasive essay and preliminary research findings.
Mon Nov 12 – Library databases. MLA style for peer review sources. Discuss topics in groups.
    Homework – Research sources and begin writing essays.
Wed Nov 14 – Discuss sources and library databases. MLA style.
    Homework – Continue writing essays.
Mon Nov 19 – No Class Thanksgiving Break
Wed Nov 21 – No Class Thanksgiving Break
Mon Nov 26 – Discuss the handout for in-class final (Infographic).
    Homework – Finish essays for peer review on Wed.
Wed Nov 28 – Workshop essays in class with instructor aid. Discuss infographics. Sign up for conference time.
    Homework – Finish essays and work on infographic.
Mon Dec 3 – Work on Persuasive essay – Conferences
Wed Dec 5 – Work on Persuasive essay – Conferences
    Homework – Essays due in the Dropbox by Sunday at midnight.
Wed Dec 12 – Finals. Present infographics.