ENGLISH 131: Rhetoric and Composition

ENG131.006 Fall 2018

Meeting Times: TR 8:00-9:15
Location: Ferguson 182
Instructor: James A. Clark
Office Location: Ferguson 279

E-mail: clarksfaclass@gmail.com
(or via D2L or MySFA e-mail)

Student Hours: MW 11:00 – 12:30,
TR 9:30 – 10:30, and by appointment

Required Materials:

*Lumberjacks Write* (Provided by the English department)

Writing materials, including laptops, should be kept on hand at all times for taking notes and for in-class writing. Although we won’t necessarily write every day, you should **come to class every day expecting to write**.

A printer, or uninterrupted access to a printer.
A stapler, or uninterrupted access to a stapler.
A folder for keeping up with various class handouts.

Various handouts/reading will be distributed in class or posted on D2L by the instructor at certain times during the semester. These will be provided in lieu of expensive textbooks and will need to be brought to class if and when you are instructed to do so. **DO NOT LOSE THEM.** Students may be required to print reading materials posted to D2L for reference in class discussion.

Recommended Materials:

A flash drive or access to an online drive (such as Google Drive) for making backups. The only thing worse than having a nearly-complete essay lost to a crashed computer is having your professor say you should have backed it up.

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.

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. ONCE this 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 the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. All other assignments should be submitted according to regular class operations. If you have any questions, please see me or the Office of Student Learning and Institutional Assessment.

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.

<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>Rhetorical Analysis</td>
<td>October 16</td>
</tr>
</tbody>
</table>

This is a writing-intensive course. There are a number of major written assignments through which you will produce a minimum of 15 pages of final-draft-quality writing.

**Student Learning Outcomes for ENG 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).
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.

COURSE POLICIES

Attendance is mandatory.

- If you receive five (5) absences, you will fail the class.
- Keeping up with your attendance is your responsibility.

Don’t be late, and don’t leave early.

- The self-locking doors are a nuisance. There’s no way to come in late without disrupting the class, so don’t do it.
- I take attendance at the beginning of class; students are late after five minutes.
- If you come in late or leave early, you will receive a half-absence.

If you are sleeping in class, you are absent.
If you are texting in class, you are absent.
Do not pack up until you are instructed to do so.
No headphones/earbuds unless I say.
I do not accept late work. Ever.
Check your e-mail and the D2L announcements frequently.

Classroom Decorum: In order to improve our critical reading and thinking skills, we will engage in open, free discussions. Despite the overall similarities in age, University classes tend to be composed of people of differing backgrounds with differing perspectives. In other words, we can all learn from our peers. To this end, you must come to class prepared to discuss and debate the readings. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day. The goal of these discussions is not to “win” an argument but to open everyone’s minds to multiple possibilities.

E-mails will be composed professionally. Anyone sending unprofessional e-mails will be invited to resubmit.

Restroom permission is not necessary. If you need to leave the room for any reason, I ask that you do so with a minimum of disruption.

Food and drink are acceptable within reason; noisy packaging and overwhelming odors should be avoided (no broccoli). If issues arise from this policy, it is subject to change.
Plagiarism: Don’t. Just don’t. If you use ideas or words that are not your own, you must give full and proper credit. The use of “essay rewriter” or paraphrasing software is expressly forbidden.

If you plagiarize, you will almost certainly get caught. If you get caught, you will fail the course. In extreme cases, I will initiate disciplinary proceedings which could result in expulsion from the university. Do. Not. Plagiarize.

Assignment Submission:

- Assignments will be submitted in print. Assignments must be double-spaced, printed on one side only, and stapled prior to being turned in. No assignments will be accepted via e-mail.
- Assignments are late at the end of the class period on the due date unless prior arrangements are made. Students absent on due dates must submit the assignment in advance of the deadline, and must also make arrangements for turning in a paper copy. Only hard copies will be graded. I DO NOT ACCEPT LATE WORK.
- Students will provide a digital upload as a backup only. Uploads must be in .doc, .docx, or .pdf format. I only grade on paper.
- MLA Format Basics—font size and type, spacing, etc.—will be outlined in class. I will tell you how I want your papers formatted, and those who fail to follow instructions will lose points in the process.

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. Computer failure is not an excuse for missing due dates.

Page counts must be met. Page counts do not include the Works Cited page. Ten points per page will be deducted for incomplete assignments.

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl online. Essays which do not include a Works Cited page will not receive more than half the total points possible.

Grade Distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Readings/Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Response #1</td>
<td>100</td>
</tr>
<tr>
<td>Response #2</td>
<td>100</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>100</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>150</td>
</tr>
<tr>
<td>Final Researched Essay</td>
<td>150</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>
Please note that if you have a grade on a single assignment you feel is in error, talk to me (calmly) and explain why you feel the grade is undeserved. I won’t promise to change your grade, but I promise to listen to your grievance.

**Final Grade**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

*I will not keep you updated* on your semester grade. I will post grades on D2L, but it is not up to me to let you know whether you’re passing or failing.

**The Second Chance System**

You are allowed to re-write and re-submit any assignment except the final argumentative essay or the final portfolio. Re-writes will be due no later than the beginning of Dead Week.

I offer extra credit for:

- Completion of end-of-semester evaluation (5 points)
- Other opportunities which may arise at my discretion.

**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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarlly, 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, 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/.

Final Notes:
You make your grade. It’s a cliché, but it’s also the truth. If you put in half-effort, expect half-results. I’ll help in any way I can, but I only care about your grade as much as you do.

If you fail a paper, do not lose hope—and do not take it personally. We’re all still learning, and sometimes learning means making mistakes. Writing is a process, not a product; take the steps, continue to practice, and persist.

Tentative Class Plan English 131.006—Fall 2018

-Week 1: August 27-31
- T- Intro: Syllabus read-through; What This Class is All About; Survival tips
- R- Using D2L; MLA Format Basics; HW: Format Document; Read “How to Read for This Class” and “Theme”

-Week 2: September 3-7
- T- Discuss readings; Summary and paraphrasing; discuss Major Assignment 1A and 1B: Summary and Response
- R- Pre-writing Strategies; The Things Everyone Gets Wrong; HW: Read “Introduction to Poetry” and “Did I Miss Anything?”

-Week 3: September 10-14
- T- Discuss reading; Narrative to persuade; Making a firm claim; thesis statements and Points Preview; Introduce Major Assignment Two: Narrative Essay
- R- In-text citations; creating a Works Cited page; tying the citations to the WC; HW: Read “Time and Distance Overcome”

-Week 4: September 17-21
• T- Discuss readings; Introduction to the Rhetorical Triangle
• R- Workshop Narrative Essays; HW: Read “First Poem for You” and “The Sky, Now Black With Birds”

-Week 5: September 24-28

• T- Discuss readings; Audience; rhetoric in advertising
• R- Audience exercise; Introduce Major Assignment Three: Rhetorical Analysis. HW: Read “In The Museum of Your Last Day” and “Outgoing”

-Week 6: October 1-5

• T- Discuss readings; How to create in-text citations; how to integrate source quotes
• R- Workshop Rhetorical Analysis. HW: “Ozymandias” and “Grammar”

-Week 7: October 8-12

• T- Discuss readings
• R- Introduce HW: Read “How to Tell a True War Story”

-Week 8: October 15-19

• T- Rhetorical Analysis Due. Discuss readings; Persuasion mapping.
• R- Persuasion mapping with topic lottery; absolute last day to submit Assignment 1A; Consider final essay topics; HW: Read “History Lesson” and “Harlem”

-Week 9: October 22-26

• T- Discuss readings
• R- Introduce Major Assignment Four: Persuasive Essay; HW: Read “The Moment Before the Gun Went Off”

-Week 10: October 29-November 2

• T- Discuss readings; EBSCO and Google Scholar
• R- HW: Read “My Last Attempt to Explain to You What Happened With the Lion Tamer”

-Week 11: November 5-9

• T- Discuss readings; logical fallacies
• R- HW: Read “The School”

-Week 12: November 12-16

• T- Discuss readings; the CRAAP test
• R- CONTINGENCY DAY: HW: Read “Emergency” (Final reading of the semester)

-Week 13: November 19-23
• **THANKSGIVING BREAK**

-Week 14: November 26-30
  - T- Discuss readings
  - R- **Final Assignment Drafts due** (Peer Workshop)

-Week 15: December 3-7
  - Conferences—my office; absolute deadline to submit Assignment 2B

-Week 16: December 10
  - Final Portfolio due during final exam period