English 131 Composition and Rhetoric

English 131-703 Fall 2018 Syllabus

Meeting Times: M/T/W/TH/F 5th period

Location: Little Cypress/Mauriceville High School

Instructor: Annaliise Chaudhuri (Mrs. C)

Office Location: Liberal Arts North 242

Email: chaudhurad1@sfasu.edu

Office Hours: MW 2:50-5:20 and by appointment (we are on online class, so emailing me during this time is highly recommended since you won’t be able to come to my actual office)

Required Materials:

Writing materials (pen/pencil and paper or 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.**

Various handouts/readings 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.

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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 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>Persuasive Essay</td>
<td>December 7th</td>
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</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.

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**COURSE POLICIES**

Mr. Platt will be helping me facilitate this course, and he will be in charge of making sure that on Tuesdays and Thursdays when I don’t see you, that you are doing work that I have assigned to you to have ready for future class days. The time he is taking to work with us on this course is invaluable to me and he is to be given every respect and courtesy. Reports of misbehavior or lack of cooperation while Mr. Platt is in charge on Tuesdays and Thursdays will result in disciplinary action.

On the days when I do see you, Mr. Platt will also be present. If he asks you to do something, you need to listen to him. Refusing to cooperate with either Mr. Platt or myself on a regular class day will result in being given an absence for that class day.

**Attendance is mandatory.**

- If you receive seven (7) absences, **you will fail the class**.
- Keeping up with your attendance is **your responsibility**.
- Coming to class late or leaving class early will result in an absence except in the case of Dr./medical appointments of any kind, family emergencies, illness, or an event or service sponsored or required by the high school. **If you have an excuse that doesn’t meet these criteria but you feel should be excused, you may email me about it.**

If you are sleeping in class, you are absent.
If you are texting in class, you are absent.
If you are doing something on your computer that is not class related, you are absent.
If you are being disruptive in class, you are absent.
Do not pack up until you are instructed to do so.
No headphones/earbuds unless I say.
Check your e-mail and our D2L course page every day if not every other day.

**Participation**

**Attending class does not equate to class participation.** In order to earn class participation credit, you have to participate in class discussion and in writing assignments. There will be
assigned reading and questions to help you feel more prepared for what you might want to choose to contribute during class. Taking notes on your readings, highlighting, etc. can help you a lot with making sure that you can contribute. Asking questions that pertain to discussion is also an appropriate way to be part of class discussion.

**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.

**Food and drink:** Do not eat food in class. Drinks are fine as long as you are quiet.

**Late work/revision policies**

- Late work can only be accepted with an **excuse such as a death in the family, an illness/dr. appointment, or a university approved event.** Excuses must be dated and given in hard copy or emailed. If you are making up work due to any of the aforementioned types of absences, these assignments are should be completed in a week’s time or will lose points.

- If you know you are going to be absent ahead of time, you should turn in your assignments ahead of time. This is especially important if the absence doesn’t meet the criteria for an “approved excuse” mentioned previously.

- Homework assignments cannot be turned in late without an approved excuse/evidence for an excused absence. Essays can be turned in late, but for unexcused absences, ten points per day will be deducted from an essay that was not submitted the day and time it was due.

- Students may revise their first OR second essay (but not the third or fourth essays). Essay 1 revisions or Essay 2 revisions are due Friday, November 16th. I will use whichever grade is higher as the final grade on an essay revision. For example, if a student revises their first essay and scores a 60% initially and then scores an 80% on their revision, I will use the higher grade. Conversely, if a student scored 60% initially, but scored a 30% on their revision, the higher of the two grades would still be used. Essays that are turned in late cannot be revised (unless in the case of an excused absence).

**Plagiarism:** 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. Not only will you fail the course, but your misconduct will be reported and documented to the university and will result in disciplinary action and could result in expulsion from the university.

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 grade possible. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Grading Breakdown

Participation (in-class writing, homework, quizzes, etc.) 15 %

Personal Narrative Essay 20%
Analysis Essay 20%
Synthesis Essay 20%
Persuasive Essay 25 %

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
</tr>
<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts;</td>
</tr>
</tbody>
</table>
submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

D Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]

F Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not bringing course readings to class or not making up missed material); never volunteers, or doesn't respond when prompted; never or very infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.

**Grading Standard:**
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

**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)**
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.

**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/](http://www.sfasu.edu/disabilityservices/).

**Tentative Class Plan English 131—Fall 2018**

- **Week 1: August 27-31**
  M-Intro: Syllabus read-through; What This Class is All About; Essay 1 introduction if time
  W-Review essay 1 prompts, discuss research and brainstorming
  F-In-class reading responses, discuss any further questions about the prompts and research

- **Week 2: September 3-7**
  M-Labor Day
  W - Brainstorming and outlines for Essay 1 due, view and critique homework as a class together
  F- Workshop thesis statements and first paragraphs of essay 1

- **Week 3: September 10-14**
  M- Essay 1 rough draft due, workshop essay 1 draft in class
  W -Discuss polishing/revising strategies for essay 1 (how do I make my essay as effective as possible?), check-in about how well you’re meeting the assignment requirements
  F-Address any recurring issues students are experiencing with writing Essay 1

- **Week 4: September 17-21**
  M- Essay 1 due, Review the Essay 2 prompt and the readings
  W-Discuss poetry examples assigned for homework, draft an outline for essay 2 using poetry examples, discuss MLA format
  F-Discuss short fiction examples assigned for homework, draft an outline for essay 2 using short fiction examples, discuss MLA format

- **Week 5: September 24-28**
  M- Discuss creative non-fiction examples assigned for homework, draft an outline for essay 2 using creative non-fiction examples, discuss MLA format
  W-Brainstorming and outlining due for essay 2, discuss thesis statements
  F-Workshop thesis statements in class

- **Week 6: October 1-5**
  M- Fleshing out brainstorming and outlining for essay 2, contextualization and citations # 1 due
  W-Essay 2 rough draft due
  F-Contextualization and citations #2 due
-Week 7: October 8-12
M- polishing/revising essay 2
W- Essay 2 due, Begin discussing Essay 3 prompt and Essay 3 readings
F - Discuss first set of essay 3 readings, construct an outline, discuss MLA format
-Week 8: October 15-19
M- Discuss second set of essay 3 readings, construct an outline, discuss MLA format
W-Essay 3 brainstorming due
F-Essay 3 thesis statement due
-Week 9: October 22-26
M- Essay 3 contextualization and citations # 3 due
W-Essay 3 rough draft due
F- no class
-Week 10: October 29-November 2
M- Essay 3 Contextualization and citations # 4 due
W-Counterargument due
F- Polishing Essay 3
-Week 11: November 5-9
M- Essay 3 due, begin discussing Essay 4 and annotated bibliography, discuss Essay 1 or 2 revisions
W-Research strategies, understanding primary, non-scholarly secondary sources, and scholarly sources and where to find them, discuss annotated bibliography
F-Deciding on a topic, narrowing a topic, discuss Essay 1 or 2 revisions
-Week 12: November 12-16
M- Constructing an outline for Essay 4
W-Essay 4 Brainstorming due, discuss Essay 1 or 2 revisions
F-Essay 4 thesis due, Essay revisions to 1 or 2 due
-Week 13: November 19-23

- THANKSGIVING BREAK

-Week 14: November 26-30
M- Annotated bibliography due
W-Essay 4 contextualization # 5 due
F-Essay 4 rough draft due
-Week 15: December 3-7
M- Essay 4 contextualization # 6 due
W- Essay 4 counterargument due
F-Polishing/revising Essay 4
-Week 16: December 10-14
M-Essay 4 due
W-Final Exam
F-TBA