**Course Description: ENG 131: Rhetoric and Composition**

The 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.

In this course, we will focus on all three forms of rhetoric: visual, oral, and written. Even though a majority of your grade will come from written essays, you will be required to learn and utilize the skills necessary for visual and oral communication, in order to prepare you for the types of communication that you will be required to use while you work through your college and professional careers in this modern, global society. To facilitate this, technology will be a major factor in this course.

*And, as stated above, all students 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 ENG 131 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills 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 ENG 131 dropbox and the Communication Skills 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 Communications Skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills 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 dropbox.

Include only the core objectives taught in this course and indicate which objectives are being formally assessed in this semester.

<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>Argumentative Essay</td>
<td>November 30</td>
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</tbody>
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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.

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).

Grade Breakdown

Students are required to complete four formal essay-based projects and at least one in-class timed essay. While these projects make up the majority of your grade, it will also consist of daily work and attendance and participation each day.

The distribution for each is as such:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Rhetorical Choice Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Social Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Argumentative Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Total Points per Letter Grade

A: 100% - 90%
B: 89% - 80%
C: 79% - 70%
Major Paper Due Dates

Each quarter, a full schedule (of the work we are doing and when it is due) will be posted in the appropriate folder on D2L, but to help you organize and prepare, here is a list of the due dates for all of our major papers. Please see D2L for specific rules and regulations on the submission procedure.

Rhetorical Choice Essay – Friday, September 14
Rhetorical Analysis – Friday, October 5
Social Analysis – Friday, November 2
Argumentative Essay – Friday, November 30
Final Exam – Monday, December 10 (at 8:00 AM)

Note on End of Semester Grading

Please be advised that I do not “bump” grades. The grade you earn is the one that will show up on Banner. SFA’s official grade reporting system. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students.

Desire 2 Learn (D2L) Online Classroom and Email Access

This course relies heavily on the D2L online classroom (https://d2l.sfasu.edu/). The site will hold an electronic copy of this syllabus, the unit schedules, all reading materials not found in the assigned textbooks, and any other handouts or material necessary. All topics will be assigned via D2L, and all major papers must be submitted through the Dropbox link on the site. It will also act as the primary email service for this class.

It is the student’s responsibility to regularly check both the site itself and the email services.

Academic Integrity

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

Course Specific Policy on Plagiarism
I take plagiarism and cheating very seriously, but I also understand that this is an introductory
composition course, so I have very specific rules that apply to plagiarism specifically. See D2L
for more specifics.

Withheld Grades - Semester Grades Policy
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/.

Other Classroom Policies
Food: Snacks, such as chips or crackers, are okay. Sodas or liquids are okay too, but please be
mindful of possible spills or messes, which (should they occur) you will be responsible and
required to clean up. Please do not bring in a whole meal; this includes cafeteria take-out or fast
food bags. It is very, very distracting and disrespectful, plus it takes up too much space. If you
bring it, you will be asked to leave or throw it away; your participation grade for the day will
suffer as well.

Golden Rule: I am a firm believer in the golden rule: “treat others as you would be treated.”
This means that I take disrespect and rudeness as highly offensive, against me and, especially,
my students. If I see this, your participation grade for the day will suffer, and (depending on the
severity) there might be other consequences. Please note that this rule applies both in and out of
the classroom, i.e. while waiting outside my office, communicating with each other (or me) via
school email, discussion boards, etc.

Last Note
If, at any point in the semester, you feel that you need to talk to me outside of class, please do not hesitate to come by my office or email me. I am more than willing to help by reviewing some of the content covered in class, brainstorming topic ideas for your paper, or anything of that nature. You are welcome to e-mail me if you have any questions or cannot make my hours. Many students are scared to come to the professor’s office, because they find it daunting or feel “unworthy.” Please do not think anything like this. If you have a question or if you need help, come see me. I’m here for a reason, and I want to help you. It is my job to help prepare you for academia; this semester might be hard, but I really do hope that you enjoy your time in this class, improve your writing skills, and learn some things you never knew. I look forward to working with each one of you this semester.