Official 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 this class, we will practice reading and writing in a variety of genres. We will engage in critical thinking and dialogue in order to question, evaluate, and analyze the role of education in our lives and society. This course emphasizes the writing process; class discussion, peer review, drafting, and revision are integral to the course and your success in it.

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 229 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 (your persuasive essay).

When you complete the persuasive essay, 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. (Communication Skills-Written.) 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 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>
<td>N/A Not being assessed</td>
<td>N/A Not being assessed</td>
</tr>
<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>Dec. 5 or Dec. 7 (last class day depending on your section)</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>
<td>N/A Not being assessed</td>
<td>N/A Not being assessed</td>
</tr>
<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>
<td>N/A Not being assessed</td>
<td>N/A Not being assessed</td>
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**Student Learning Outcomes for ENG 131**

- 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)
REQUIRED TEXTS AND MATERIALS

- *Lumberjacks Write* (provided by ENG dept., covered by course fee)
- Various PDFs and additional reading provided via D2L and links within the calendar
- Paper/notebook and writing utensils

GRADING & ASSIGNMENTS

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Personal Narrative</td>
<td>10%</td>
</tr>
<tr>
<td>Summary &amp; Synthesis</td>
<td>15%</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Final Portfolio/Reflection</td>
<td>5%</td>
</tr>
<tr>
<td>Drafts/Workshops</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Quizzes/In-Class Writing</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will receive a detailed assignment sheet and rubric for each essay.

Drafts and Workshops 15%

For each essay, you will complete at least one draft and one peer review workshop prior to submitting your final draft. In order to get full credit for your draft, it must meet the word requirement for the draft and submitted to the discussion board on time. Each draft should begin with an author’s note, in which you describe

- Which draft this is (first, final, etc.)
- What concerns you have about the draft and/or what you think you did well
- What you changed since the last draft and why (feedback from peers, etc.)

Not including an author’s note will affect your grade. When I read your author’s note on your final draft, I should be able to see how your paper has changed since the first draft and why you made the changes you made.

Submission Guidelines

- Electronic via D2L
- Name your file: LastNameFirstName_AssignmentTitle
- Due BEFORE class begins on due date (unless otherwise noted)
- Double-spaced
- 12 pt.
- Times New Roman
- MLA Format, including citations and heading

REQUIRED TEXTS AND MATERIALS

- *Lumberjacks Write* (provided by ENG dept., covered by course fee)
- Various PDFs and additional reading provided via D2L and links within the calendar
- Paper/notebook and writing utensils
Drafts must be uploaded to D2L by the assigned date and time. You are responsible for reading your peers’ drafts (you will be put into groups) before the next class day. After reading through the draft, you will use Screen-O-Matic to create a screen capture of yourself talking through your feedback on the draft. We will discuss this in detail in class prior to the first peer review. You will post your video feedback on the D2L discussion board. I will be watching the videos and provide you feedback on your feedback, as well as assign you a grade for your peer review work.

Drafting and revising are the building blocks of this course and of your success in writing.

**Reading Quizzes/In-Class Writing/Homework 20%**

Most days, we will begin class with a reading quiz or a writing activity. These are designed to keep you on track with your reading and to generate ideas for your writing. You should be prepared to turn this writing in when asked. Throughout the semester, you may also receive small homework assignments.

**Extra Credit**

There will be several extra credit opportunities throughout the semester. These include attending events and writing a reflection and small writing tasks. These opportunities will be announced in class and posted on D2L.

**POLICIES AND PROCEDURES**

**Attendance**

Class attendance is required. You are allowed four absences with no penalty. Missing more than four classes can result in your final grade being dropped ten points for every day that you are absent. For example, if your GPA for the class is 86, and you miss six classes without documented excuses, your final grade will be reduced by 20 points to a 66. **If you miss more than three weeks of class, you automatically fail the course.**

Note that excused absences require official documentation. See university policy on guidelines for excused absences.

Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. Continued lateness will start to count as absences.

Being absent is not an excuse for missed information or assignments. You should either contact a classmate or come to office hours to find out what you missed. In case of emergencies or extenuating circumstances, please contact me within 24 hours via email.
Participation

Bring your handbook, current writing assignment/draft, paper, and a writing utensil to class every day. You should take notes every day in whatever format you choose.

Please be prepared to talk about the texts on the days we discuss them in class. If you do not understand the readings, feel free to ask questions about what they mean. Try to talk at least once a discussion. I also expect you will listen to your classmates when they are discussing aspects of the texts we read.

This also means no rude behavior in class: no text messaging, no note passing, and no checking your cell phones. Seriously. If it becomes a problem, I may ask you to leave class or simply mark you absent for the day.

NOTE: If your grade is borderline (within 1.5 points of another letter grade), class participation, attendance, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

Office Hours

During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, please make an appointment.

If you find yourself struggling in the course for any reason, please contact me as soon as possible. I am happy to work with and help you, but you have to contact me.

Late Work

Students are allowed one free extension each semester. You may extend any one due date by one week (7 days). The one exception is the Persuasive Essay, which you may extend, but only to the final exam date (Monday, Dec. 10). To use your extension, simply email me BEFORE the assignment is due. If you cannot submit an assignment on the day it is due, you may submit it early.

I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence. Technology problems are NOT an excuse for late or incomplete work. Backup your work in multiple places.

Desire2Learn (D2L) Website

We have a course website we’ll use for various activities throughout the course. Some required course readings will be there, as well as assignment sheets. All essays should be submitted here. Your grades will also be recorded here.
**Disability Policy**

Please contact me if you are having any difficulties with the material due to a documented disability. I'm more than willing to accommodate you in a reasonable manner to help you succeed in this course.

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/).

**Academic Misconduct/Plagiarism**

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called **PLAGIARISM**, which means using without credit the ideas or expressions of another. Penalties for plagiarism vary from failure of the plagiarized assignment to failure for the course. In all cases, it may include notification of the Dean's office.

Here's the university's official statement on 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. Read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)