English 133.001: Composition and Rhetoric:
Exposition and Argument
Ferguson 184
M/W/F 11-1150
Fall, 2018
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Office Hours:
Monday: 830-10
Tuesday: 11-12, 2-330
Wednesday: 830-10
Thursday: 11-12, 2-330
Or by scheduled appointment

Catalog Description: “Intensive study and application of academic writing with a focus on analytical reading and writing. Essay assignments that address rhetorical analysis, argumentative writing and the incorporation of research. Prerequisite: 28 or higher on ACT or 580 or higher on SAT. Not open to students with credit in English 131. Students must receive an A in 133H to receive credit for ENG 131 and 132; students receiving a grade of B or C must take ENG 132” (General 324).

Course Description: At SFA, we have built a two-semester composition sequence in which you first learn basic aspects of rhetoric (foundational concerns to be taken into consideration when completing any writing task that you may encounter) and how such concepts impact your writing; the second semester typically takes these same foundational aspects and studies how they change and continue to impact your writing when specifically completing academic assignments. In the case of this course, we will work to accomplish all of this in half the time. Thus, as you can imagine, this will be an intense course that will require a great deal of work and dedication. This being said, as noted above, the payoff for your dedication and strong work ethic is that should you earn an A in the course, you will receive credit for the entire composition sequence. At the same time, should you earn the grade of a B or C, you will only receive credit for ENG 131. The course has been designed in such a manner that if you fully engage in and push yourself to complete all the in-class activities (writings, discussions, etc.) the out of class short assignments (assignments that have been designed to practice skills as we learn them), and all major assignments, the grade of A is well within your reach. However, it is up to you to remain dedicated and remember that our goal is to build ourselves into stronger and smarter critical readers and writers.

English 131 Student Learning Outcomes
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 132 Learning Outcomes
At the completion of this course, students will be able to:
• Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
• Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (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:

Course Requirements:

-- 4 separate essay packets. Each packet will contain a complete essay (this will be worth up to 100 points) and a collection of homework assignments/in-class writings (this will be worth a total of 25 points)

-- End of the semester Research Presentation. This will be worth up to 50 points.

-- Final Exam. This will be an essay exam and will be worth up to 50 points.

-- Written and reading homework assignments. These assignments will be collected randomly. If you do not have an assignment, YOU WILL NOT be allowed to make it up.

**The failure to complete any of the above assignments will result in the student earning 0 points for that particular assignment.

Grade Criteria and Policy:

Overall, your grade will be based on a total of 600 points. To be fair to all students in the class, I have not weighted any one assignment more than any other. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Below, you will find a general grading standard; in other words, each definition will give you the “broad strokes” of what must be accomplished for one to earn an A, B, C, D, or F on any particular assignment. **One point to keep in mind is that the completion of the basic requirements for any assignment does not guarantee a high grade much less a passing grade.** Remember, this is a general rubric; each individual essay will have a specific rubric that will be used when grading the assignment.

General Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and fulfills all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and fulfills all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and fulfills all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis),
recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to display complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and may not fulfill all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either (a) not have completed the assignment, (b) will have completed the assignment but not followed the guidelines, or (c) will have completed the assignment and demonstrated a total misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment (in terms of page length, but not purpose), s/he may receive 0 points.

Course Policies:
Attendance and Late Work:
This course will employ a set Attendance Policy. As much of your success in this course will depend on improving your critical thinking and writing skills and we will work on these skills IN class, attendance is imperative. This being said, you will be allowed four absences without receiving any penalty (keep in mind that you will not be allowed to make up any missed homework; so, if homework is due that day and you are not there to turn it in, you will not be able to turn it in late). However, if you miss 5 class meetings, your final grade may be no higher than a B; if you miss 6 class periods, your final grade may be no higher than a C; if you miss 7 class periods, your final grade may be no higher than a D; finally, if you miss 8 class periods, you may fail the course. Again, remember that while your final grade will not be directly penalized for any early absence, the fact that you will miss turning in homework that cannot be made up or completing other in-class assignments that cannot be made up will have an impact on your final grade. Also, if you miss a class, it is your responsibility to get the notes missed from a peer or come to see me during office hours. I will not “re-teach” an entire period to anyone through e-mail messages nor will I run through an entire lecture or presentation during office hours. I will gladly help to clarify and explore ideas, but I will not re-teach an entire period.
As for late essays, I do my best to return all work in a prompt manner. In order to do so, I must have all assignments turned in on time. This being said, any essay packet that is turned in late will be dropped 5 points for each day that it is late. Assignments will be turned in at the start of class. As you will know of due dates in advance, I will not accept such excuses as my printer broke, the library printer did not work, something happened to my computer, etc. Plan ahead!

The only absences that will count as excused absences will be DOCUMENTED family emergencies, university sanctioned events (this only includes sport/team events and will only count if I have documentation from the “coach”), and extreme medical issues. An excused absence does not include absences due to doctor appointments, personal illness (a cold, the flue, etc.), work, etc. In the case of any excused absence, you must remember that any work that is due that day is still due that day unless you have contacted me in advance and I have agreed to other arrangements.

**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.

**Stephen F. Austin State University defines academic dishonesty as:**
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)

In terms of this class, any paper that displays plagiarism will automatically receive 0 points. Furthermore, the incident may be reported.

**Free Speech and Class Conduct:**
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions and writings. The purpose of such work will be to recognize that while many of the students in the class may be similar in terms of age or year, there are different academic abilities in the classroom and different ways to look at an issue or piece of writing. In other words, one can always learn from his/her peers. In order for this to happen, we must respect one another. Therefore, while I will encourage students to share different opinions and will not stop individuals from disagreeing with one another, I will not allow any student to engage in the use of sexist, racist, or homophobic speech or any threatening action. Also, I will not allow any student to simply try to roll over or silence his/her peers.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent participation in side discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way, physically threatening your teacher or peers, and completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent. Furthermore, class will begin on time each day and run the entire period. It is your responsibility to arrive on time (if you are late and we are taking a quiz, you will not be given extra time) and to remain engaged until class has been completed.

Withheld Grades:
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.”
For the complete policy, http://www.sfasu.edu/policies/semester_grds.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 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