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. Must earn a grade of C or higher to be admitted to English 132.

COURSE OUTCOMES

General Education Core Curriculum Objectives:
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 may be assessed:

- Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication: effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- Teamwork: the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility: the ability to connect choices, actions, and consequences to ethical decision-making.

English Program Learning Outcomes
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

English 131 Learning Outcomes
Upon successful completion of English 131, the student should have:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos).

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral
communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

**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/).

**Course Policies**

- Adults make arrangements.
- No cell phones or head phones in my class. Please silence and put away cell phones upon entering class, unless you have a critical life situation that could require your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom to quickly take care of business.
- All major essays must be submitted. **Failure to do so will result in automatic failure of the course.**
- All final assignments are turned into D2L via Drop Box. They must be turned in as a .doc or .pdf file. Failure to format your assignments as **Word or PDF files** will constitute a late submission.
- Drafts **should be typed** and brought to class on designated workshop days.
- Attendance, active participation, and preparation are expected.
- The official means of communication for the class are class meetings. If you miss class or come in late, it is your responsibility to find out from a classmate what material was covered or assigned. I post most assignments, on D2L.
- Be sure to check our Desire2Learn class page daily, as it is the secondary means of communication for this course. I will always respond if you e-mail me. If you do not hear back from me within 24 hours, I probably didn’t get your e-mail; please resend it. Don’t wait until the night before an assignment is due to e-mail me a question; I may not see it in time to respond.
- You can view your grades on the grades feature of Desire2Learn. You should check it after each assignment to ensure your grade was accurately scored and recorded and let me know immediately if there is a discrepancy. If you have a question about your grade, please wait until after you have had a chance to look at the assignment and my comments before making arrangements to come in and discuss it. Please keep all assignments until your final course grade is posted. All D2L questions or issues can be directed to OIT.
- If you finish an in-class activity quickly, do not just get up and leave. This will cause me to mark you as absent.
Attendance & Punctuality

Class attendance is required. You are allowed six absences without penalty. **Missing more than six classes will 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 eight classes your final grade will be reduced by 20 points to a 66.

**Academic Absences:** If you are present in class but have failed to complete the previously assigned class work you will be considered academically absent. If you are physically in class but not participating you will be considered academically absent. Two academic absences will be recorded as one of your six allowable absences.

Punctuality

Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you need to leave early please speak to me **prior to class.**

Missed Class and Late Work

- All major essays are due to class on the date assigned in the course calendar.
- Final drafts must be submitted to D2L as a Word or PDF file, only.
- All assignments file submission should first contain your last name. Here is an example: WagnonRhetoricalEssay
- Under no circumstances should anything be turned in to the English Department office or left under my office door.
- Any papers submitted after the due date will receive a **20% deduction** per day, including weekends.
- Daily assignments completed in class cannot be made up. Class attendance is important.

Grading/Assignments

I will provide detailed descriptions of each assignment; but here are some general notes.

All final drafts of your writing for this course should be typed and adhere to the rules of standard written English grammar, punctuation, spelling and MLA formatting. This includes a MLA heading on your paper.

- Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- All papers are submitted to Turn It In automatically. Please do not attempt to plagiarize, you will not be successful.
- I generally grade and return major assignments within two weeks after they have been submitted.

Formatting Guidelines

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be

- Typed, using a standard using Times New Roman font, size 12
- Double-spaced.
Formatted according to MLA style.

Course Assignments

Literary Narrative  150
Complaint Letter  100
Compare/Contrast  150
Song Analysis  150
Rhetorical Analysis  200
Other  200
This includes a variety of quizzes, class writings, group participation and peer edits to be completed in class and in D2L throughout the semester.

Final Exam  50

Total Points Possible:  1000

Final Grade
900-1000  A
800-899  B
700-799  C
600-699  D
0-590

ENG 131 Schedule Spring 2018
Please note this schedule is subject to change.

<table>
<thead>
<tr>
<th>Week 1, January 15th</th>
<th>Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2, January 22nd</td>
<td>Literary Narrative</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
</tr>
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<tr>
<td>Week 3, Jan 29th</td>
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<td>Week 4, Feb 5th</td>
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<tr>
<td>Week 5, Feb 12th</td>
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<td>Week 6, Feb 19th</td>
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<tr>
<td>Week 7, Feb 26th</td>
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<tr>
<td>Week 8, Mar 5th</td>
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<tr>
<td>Week 9, Mar 12th</td>
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<td>Week 10, Mar 19th</td>
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<tr>
<td>Week</td>
<td>Analysis</td>
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<tr>
<td>11, March 26th, Unit Four</td>
<td>Easter Holiday</td>
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<tr>
<td></td>
<td>Song Analysis</td>
</tr>
<tr>
<td>12, April 2nd, Unit Four</td>
<td>Song Analysis</td>
</tr>
<tr>
<td>13, April 9th, Unit Four</td>
<td>Song Analysis</td>
</tr>
<tr>
<td>14, April 16th, Unit Four</td>
<td>Rhetorical Analysis</td>
</tr>
<tr>
<td>15, April 23rd, Unit Four</td>
<td>Rhetorical Analysis</td>
</tr>
<tr>
<td>16, April 30th, Unit Four</td>
<td>Rhetorical Analysis</td>
</tr>
<tr>
<td>17, May 7th, FINALS</td>
<td>Finals</td>
</tr>
</tbody>
</table>