Course Description:
ENG 131, Rhetoric and Composition – “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.”


Required Texts and Materials:
Fight Club, Chuck Palahniuk ISBN: 978-0393327342
Lumberjacks Write fourth edition (provided by the Department of English)

Student Learning Outcomes for ENG 131:
ENG 131 learning outcomes are the goals that students must meet as part of the Freshman Composition requirements, which include:

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.

COURSE REQUIREMENTS

**Daily Assignments:**
Daily activities, quizzes, as well as keeping up with the readings

**Personal Narrative Essay:**
To gain an understanding of your writing talents, this essay should describe one specific instance in your life that will be assigned in class. This essay should be 500-700 words.

**Rhetorical Analysis:**
Building on your reading skills, this 1200-1800 word essay asks you to analyze how a single (appropriate) commercial of your choice constructs its argument, focusing particularly on purpose, audience, the rhetorical appeals, and evidence.

**Arguing a Position:**
For this essay, you will craft and articulate an argument by confirming its claims or refute the argument by denying its claims, including information from your own experiences and up to two approved scholarly sources to make your argument. This essay should be 1800-2100 words and must be turned in both to me on D2L. Your Argument will center on the courses required text, “Fight Club.”

**Group Essay and Synthesis Presentation:**
This assignment asks you and some classmates to take in consideration the required text, “Fight Club,” and present a singular theme, which you all will preemptively sign up for, and defend its importance. Along with an essay you will present this information to the class in a 5-minute formal presentation that includes a handout and a PowerPoint.

**Daily Writing Assignments:**
Most days, you will have some kind of informal writing or reading assignment to complete before class and bring to discuss. These must be posted on the D2L discussion board by class time. These are graded on a pass (work is completed) and fail (work is completed incorrectly; work is not completed) basis.

**Participation:**
Class participation will be graded. The grade will result from your contributions during in class discussions.

**Extra Credit:**
You will have multiple opportunities for extra credit throughout the semester. One completed extra credit assignment will substitute a 100% in the place of a low daily grade. These extra credit assignments must be turned in to me on time to receive full credit.

All extra credit opportunities will be announced when the time/activity approaches.
**Assignments:**
The assignments and grades for this course will be weighted as follows:
Personal Narrative (2-3 pages) 5%
Rhetorical Analysis (3-4 pages) 10%
Synthesis (Group project, 3-4 pages per person) 15%
Argumentative Essay (6-7 pages) 25%
Daily work (homework, quizzes, timed writings) 15%
Final portfolio 30%

***All assignments should adhere to MLA guidelines: one inch margins all around, appropriate headers, double-spaced, written in Times New Roman 12-point font, with Works Cited (when appropriate) attached to the back of the paper. Each assignment must also meet the minimum page and source requirement. Failing to meet these guidelines will result in a SIGNIFICANT negative impact on the assignment’s grade. If your spacing is NOT double-spaced and/or your font is not Times New Roman 12pt, I will reformat your paper to have the correct spacing and/or font. If the reformatted paper does not meet the minimum page count requirement, points will be deducted for length. I cannot stress enough that this will significantly impact the essay assignment’s grade.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of what is meant by each letter grade:

**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 completion of 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 completion of 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 completion of 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 develop 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 a lack of completion of 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 an F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete 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 or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Attendance:**
The attendance policy for this course is the official SFASU policy as stated at: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp. In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3) — this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

**Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

**Late Assignments:**
I DO NOT accept late assignments. Major grades missed due to legitimate circumstances beyond a student’s control may be made up if arrangements are MADE IN ADVANCE AND NOT AFTER THE FACT. The university excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. Students are responsible for providing satisfactory documentation in such situations. Extensions for major papers will be left to my discretion, but students must see me 3 days prior to the assignment due date and present me with a valid reason for me to consider an extension.

**Withheld Grades Policy (A-54):**
The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). 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.

**Academic Integrity (A-9.1):**
Academic integrity is the 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.

**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.

**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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Discrimination / Sexual Harassment:**
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources for Policy E-46.

**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 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/.

**AARC:**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

**Course Calendar:**
The following schedule is tentative. No due dates will be moved up, and I’ll try to keep changes to a minimum. The “assignments” file on D2L is always the authoritative source for assignments and due dates. Check here often. Daily work will be announced in class and listed on the “Assignments” file. Reading homework will be announced on a weekly basis. Changes may be necessary as the course proceeds. I will notify you of any change in writing.

**Week One**
January 15th  M: No Class  
January 17th  W: Introduction to class/Reading of Syllabus  
               Homework: Read Lumberjacks Write Introduction. Find and order your class required text  
January 19th  F: FastWebs “7 tips on writing an effective essay” Discuss LumberJacks Write Introduction and the “Writing Process” Write your own obituaries  
               Homework: Work on Personal essay draft.

**Week Two**
               Homework: Finish Personal Essay draft for next class  
January 24th  W: Discussion of reading; writing personal narratives; methods of development. Receive Draft essay feedback.  
               Homework: Finish Personal Essay for next class.  
January 26th  F: Turn in Personal Essays. Cover logical fallacies  
               Homework: Bring Logical Fallacy example to class.

**Week Three**
January 29th  M: Look student over Fallacy examples.  
January 31st  W: Review Pathos  
               Homework: Read "Captain Pathos" on D2L and submit answers to dropbox.  
February 2nd  F: Review Logos

**Week Four**
February 5th  M: Review Logos continued  
               Homework: Read Handout and Finish Assessment  
February 7th  W: Review Pathos, Ethos, & Logos together  
February 9th  F: Rhetorical Essay Techniques Powerpoint. Review Rhetorical Analysis examples organizing a rhetorical analysis paper.  
               Homework: Begin researching appropriate commercials on YouTube.
**Week Five**

February 12th  
M: Turn in Commercial link to me for approval. Rhetoric/Ethos, Pathos, Logos example walkthrough.  
Homework: Begin Working on Rhetorical Rough Draft

February 14th  
W: Walkthrough Rhetoric example essay. Tell me what is working and not working exercise  
Homework: Continue working on Rough Draft

February 16th  
F: The How to of Peer Review/workshop. Peer Review presentation followed by short classroom activity.  
Homework: Finish Rhetorical Rough Draft

**Week Six**

February 19th  
M: Classroom Peer Review/workshop

February 21st  
W: Classroom Peer Review/workshop

February 23rd  
F: Final Draft is Due at the start of class.

**Week Seven**

February 26th  
M: Learning how to properly close read in class assignment/discussion  
Homework: Finish close read take home assignment by next class

February 28th  
W: Turn in assignment. Continue Preparing for Fight Club  
Homework: Read Introduction to Fight Club

March 2nd  
F: Fight Club Quiz Discuss Fight Club and what to expect.  
Homework: Read Fight Club Chapter 1-4

**Week Eight**

March 5th  
M: Quiz and Discussion over Fight Club Chapter 1-4  
Homework: Read Fight Club Chapters 5-8

March 7th  
W: Quiz and Discussion over Fight Club Chapters 5-8  
Homework: Read Fight Club chapters 9-12

March 9th  
F: Quiz and Discussion over Fight Club Chapters 9-12  
Homework: Read Fight Club Chapters 13-16

**Week Nine**

March 10th-18th  
Spring Break

**Week Ten**

March 19th  
M: Quiz and Discussion over Fight Club chapters 13-16  
Homework: Read Fight Club Chapters 17-20

March 21st  
W: Quiz and Discussion over Fight Club Chapters 17-20
Week Eleven
March 23rd  F: Quiz and Discussion over Fight Club Chapters 21-24
Homework: Read Fight Club Chapters 25-30

Week Twelve
April 2nd  M: Finish Fight Club
Homework: Turn in Group assignment to dropbox by 5:00 pm

Week Thirteen
April 9th  M: "The Road to a Great Argumentative Essay" Katelyn Beverly Breaking down Thomas Frank video "How to stop procrastinating" Watch two commercials on a similar product as a segue way into argumentative essay. Comparison/argumentative essay topics assigned. Homework: Read D2L Document “How to Write a Good Hook for Your Essay,” Turn in URL links of YouTube Sources via Dropbox on D2L

April 11th  W: Introduce the Hit Method (Hook, Introduce Topic, Thesis) Break into groups for classroom assignment “Identify the tools used” In class assignment Write “Hook Sentence,” Write “Topic,” Write “Thesis” Homework: Upload Argumentative essay introduction paragraph to D2L prior to the start of next class


Week Fourteen
April 16th  M: YouTube Link Sources Approved Argumentative Essay-“Evidence is the glue in a Body Paragraph” Video “Information Overload” Handout “A Literary Sleuth: is the evidence compelling?” Exercise
Homework: Upload another portion of your body paragraphs to D2L prior to the start of next class, accompanied with the remainder of your essay.

April 18th  W: “String Theory” a Handout dealing with linking arguments “Politicians are good for giving bad examples on linking arguments” Video “A Courtroom case evaluation” video emphasizing carefully chosen evidence over volumes of it .
Homework: Upload the remainder of your body paraphrase accompanied with essay as it is.

April 20th  F: “The End?” a handout/seminar on the function of essay conclusions “The Missing Link” Classroom activity to teach how to properly assign the information in your conclusion Classroom activity “Finish the…” Sign-up For Conference Hours
Homework: Write a conclusion for the argumentative essay. Have essay finished for Peer Review Next Week

**Week Fifteen**

April 23rd  M: Peer Review Workshop
April 25th  W: Peer Review Workshop
April 27th  F: Turn Rough Draft into me and into D2l prior to class. Discuss plan for finals. In class assignment “Prep for Finals”

**Week Sixteen**

April 30th  M: “Prep for Finals” in class assignment continued.
May 2nd    W: Class Conferences
            Homework: Work on Classroom Portfolios and Final Essay.
May 4th    F: Class Conferences Homework: Work on Classroom Portfolios and Final Essay.

**Week Seventeen**

Final Exams- TBD