English 132: Rhetoric and Composition Spring 2018

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Department: English

Required Materials:


ENG 132 students continue to study and practice the writing process with a focus on forms of argument. Students will also develop skills in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. ENG 132 required students write a minimum of either four formal essays in a range of forms, analytic to persuasive, or three formal essays and an annotated bibliography (totaling at least 18 pages). The final paper for the class is a research paper. Students will also learn to incorporate sources into their work.

Prerequisite: A grade of C or higher in ENG 131.

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 132 Learning Outcomes
ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum 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); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

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 persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

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 secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

Course Policies:

Course Requirements:

For this course, you will be required to write a minimum of 4 or more major essays. You
must meet the length requirement which counts as writing to the bottom of the page. Missing one of these essays and not turning one in or doing poorly on one essay can have serious consequences for your grade. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, fill in the blank, short answer, and essay formats. **All work in this course must be your original work that was done for this class; otherwise you will earn an F in the course.** In order to receive a passing grade for this course, you must complete all assignments.

**Attendance:**

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. No student shall be allowed to pass the course whose absences exceed 6! 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.

**Tardy Policy:**

A student who is late to class will be marked absent. If you come in after I take roll, it is your responsibility to see me immediately after class to make sure I correct the attendance record. Being more than 15 minutes late will count as an absence. Leaving class early is penalized in the same way (unless you have a good excuse that you have discussed with me beforehand). Students who arrive late should not expect me to repeat announcements, class notes, quiz questions, etc. for their benefit. If a class as a whole has a problem with tardiness, I reserve the right to refuse to admit late students. Students who are habitually late may expect to see their course grade drop by one letter grade. (This is at my discretion.) **If you show up late and miss a quiz or exam, you will receive a ‘0.’ I do not accept late work.**

**Late Work Policy:**

I do not accept late work. Period. Assignments are due when assignments are due. If you miss an assignment, then you will earn a zero for that assignment. Please keep up with assignments. Please don’t ever email an assignment to me.

**Technology:**

You will be using D2L for this course. Explore D2L all you like. You will not break it. If you have problems with D2L, contact the student support services person for that: Andra Floyd at either ext 1919 or aflloyd@sfasu.edu. Grades are also posted online periodically. Please let me know immediately if you see any errors in your recorded
grades. I also sometimes use D2L to post powerpoints or videos, etc.

You are expected to keep your cell phones off and out of the way in class. You should not be on your phone during class. You are also not allowed to bring laptops, iPads, or other electronic devices in class.

Correspondence relating to this course must use D2L. The subject must include course and section number. I will not accept assignments by email unless prearranged.

**Rough Drafts/Peer Review:**

Writers learn to write by writing. They learn to write by revising. They learn to write by being a part of a community of writers. Hence peer review is very important. You are expected to work on your rough drafts from the moment the essay is assigned. For the Peer Review, you are expected to have the full assignment completed.

You are expected to participate in Peer Review, providing your peer with constructive feedback. Do not underestimate the value of drafting during your writing process. Peer Review will count as a grade. As long as you participate and give your peer honest and constructive feedback, then you can make a 100. Of course, if I see that you are simply slapping answers down and feedback down in order to get credit without really giving your peer anything helpful, then you may not get credit for peer review.

There will be a Peer Review worksheet with guidelines. You will fill this out (you may also feel free to make marks on your peer’s essay) about your peer’s essay. You need to print out your rough draft and do not bring your lap top to class. You need to have the full essay assignment and not just one or two paragraphs. Please make sure you peer review at least 1 person in order to receive full credit (a 100). However, if you see someone has not had their essay reviewed, then please help them out and give them some feedback. After all, the goal of this is to help those who may struggle with writing. Also, please remember that not everyone in class is good at writing. Please do not shame other students based on their writing ability. Provide constructive feedback that is both helpful and designed to help your struggling peers get better at writing.

**Revision Policy:**

You have the option of revising ONE of your essays for this course. Here are the guidelines:

1. It may not be your last essay.
2. You must make significant changes to your revised essay taking into account my comments. Revisions of small problems (typos, grammatical mishaps, etc.) will only give you a minimal higher grade (at best). To do this and ONLY this is to waste your time and mine. DO NOT merely go through your essay and change only the grammatical errors that I have pointed out – that is editing, and NOT revision. Please remember the difference between editing and revision.
3. Revisions of major problems (thesis, support, adding in transitions, reorganizing your essay structure, elaboration of analysis, etc.) will garner you a maximum
higher grade.
4. If you choose to revise, you must include a reflective essay of at least one page. This should discuss where you were lacking in your paper and what you did to improve. This should be in proper MLA format, include a title, and avoid grammar/mechanics errors.
5. The revised essay will be due the week before Finals week.
6. You must turn in your revised essay and your reflective essay through email. Please give me a heads up that you are revising an essay.
7. These revisions may give you, at most, 10 points back. You are not able to revise plagiarized essays, which will earn you a grade of 0.

**Grades**

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<td>Argument Synthesis</td>
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<td>Research Proposal</td>
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<td>Annotated Bibliography</td>
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<td>Argument/Research Paper</td>
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<td>Daily Work</td>
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**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). The means with which we will discuss topics and get to know one another is through discussion. Thus, I ask that you refrain from using vulgar language, name-calling, or otherwise shaming other students. Please keep in mind that while you do not have to agree with everything a person writes or says you do need to at least respect their right to express their opinion. There are appropriate and inappropriate means of expressing disagreement with another’s ideas. Conduct yourself in a thoughtful and considerate manner and we should be fine.

Again, I reserve the right to let your conduct affect your grade.

**Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course. This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, race, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.

Class Participation:

Class participation is one of the means by which you will learn how to improve your thinking, reading, and writing skills. Things that count as participation in class are following the rules on the syllabus, participating in discussion, peer review, and turning homework in on time. Part of becoming a good writer is learning to appreciate the ideas and criticism of others. In this course, our purpose is to come together as a community of writers. Thus, you are expected to engage in discussion by contributing your own original ideas, and you are expected to respect the ideas/opinions of others. I reserve the right to let participation affect your course grade.

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; (3) incorporating the words or ideas
of an author into one’s paper without giving the author due credit; and (4) submitting work that you have done for another class instead of turning in original work for this course. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Penalties for Plagiarism**

No plagiarized paper will be accepted for credit in any Writing Program course at Stephen F. Austin University. This includes partially plagiarized papers. A plagiarized paper will automatically receive an “F” grade. By reading this syllabus you affirm that you understand plagiarism and that you assume responsibility for any plagiarism that occurs in your essays. Plagiarism may be grounds for failure in a Writing Program course. Even if a student’s course grades average out to a passing grade when the “F” from a plagiarized paper is counted in, the instructor may still give the student an “F” for the course. Instructors who suspect that a student has plagiarized will submit a copy of the student’s paper to the Director of the Writing Program, who will keep them on file. Any student who is suspected of plagiarizing will have the opportunity to discuss the matter with the Director of the Writing Program. At the end of each academic term, the Director of the Writing Program submits a list of plagiarizers to the English Department Chair who then submits these names to each college dean. Repeat offenders may be dismissed from the University.

**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 HYPERLINK "http://www.sfasu.edu/disabilityservices/" http://www.sfasu.edu/disabilityservices/.

**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.

**Course Calendar:** Course calendars are tentative and subject to change.