COURSE DESCRIPTION

Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

Courses with a specialized theme provide a concentrated and richer context for a subject, thereby helping students achieve greater focus and enabling them to be more precise with their writing. Our class readings, discussions, and essays will center on the theme of body image in contemporary popular culture, with readings concerning issues of identity portrayed, reinforced, or negated by various media outlets. We will do a sustained investigation of theories of popular culture and will test these theories against contemporary examples gleaned from television, advertising, and music. We will develop arguments based on our critical interpretations of the rules of beauty and body image, including investigations of these notions from gendered, sexual, and racial perspectives. We will examine the visual and narrative rhetorical devices at play in shaping or defying common stereotypes, while interrogating our own assumptions about what beauty is and is not.

COURSE OUTCOMES

General Education Core Curriculum Objectives:
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

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 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.

Students entering English 132 should:
- be able to formulate a thesis statement.
- understand the meaning and relationship of claim, evidence, and analysis.
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
- produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.

REQUIRED TEXTS


Texts on D2L. These must be printed, read, and brought to class on days they are assigned.

Access to Major Streaming Services. We are going to be watching films and episodes of television programs that are available via streaming services such as Netflix and Hulu. It will be important for you to be able to access these visual media as you create projects and essays.

Drafts of your work; again, these must be printed and brought to class on days they are assigned.

Lumberjacks Write. Ed. Courtney Adams Wooten. 6th ed. SFA, 2017. Print. You should have a copy from ENG 131, and I will have the most updated version available on D2L.
COURSE REQUIREMENTS

ASSIGNMENTS
For each assignment, detailed requirements will be posted on D2L under “Content” > “Assignments.”

Essay 1 (600-900 words): Narrative Argument – Construct an argument relying on a concrete individual narrative rather than large-scale statistics in which readers draw their own conclusions. Research component limited but required.

Essay 2 (600-900 words): Cultural Analysis – In this essay, you will analyze a relevant, contemporary cultural artifact as a “critical object of interpretative description and evaluation” (Storey 45). In other words, you will be performing a cultural analysis over a text gleaned from popular culture. You will find advertisements, music videos, photos, pictures, or other media that engage a larger issue. Research component required.

Formal Research Proposal (600-900 words) and Annotated Bibliography (100 words per entry/10 entries) for Essay 3: By the time you begin working on the proposal and annotated bibliography, you should have a clear idea of how what topic discussed in class thus far you intend to analyze for your final paper. This assignment is geared toward the research that will help you formulate and defend a strong thesis in Essay 3.

Ten Source Annotations (100–200 words each): Research for this course should be continuous and conducted in the spirit of inquiry. Provide summary and evaluative statements for each annotation. The bibliography should be formatted according to MLA standards.

Essay 3 (2400-3000 words): Argumentative Analysis Essay – An argument based on any of the topics we have discussed in class thus far, and should reflect on the theme of our class. You must approach a topic different than you considered for your other papers, though the topics may be related. Compose a sustained and supported argument that incorporates multiple argumentative strategies and 10-12 academic sources.

Save all drafts in a reliable location and back everything up! Computers crash, so back documents up on a cloud drive (A subscription to Microsoft OneDrive is provided free with Microsoft Office 365 to all students at SFA), email documents to yourself, or save them to a flash drive. Don’t delete or throw away ANYTHING until after the end of the semester.

Final Presentation
For this project, you will create a formal presentation about the issue your research project revolves around that is intended to be presented to fellow SFA college students. During the last weeks of class, you will give this presentation in 8-10 minutes.

Weekly Discussion Questions: On a weekly basis, you will be asked to respond to a set of questions located in the weekly ‘Contents’ section of our D2L course. These questions will engage you with that week’s readings and/or viewings.

GRADING
To pass this course, students must do the following: (1) complete all assigned writing to the appropriate Dropbox folder on D2L on time, and (2) submit only writing produced for English 201 during the current semester (no recycled writing). These are the minimum requirements for passing the course. Your course grade will be determined as follows:
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<thead>
<tr>
<th>Assignment</th>
<th>Points*</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Discussion Questions</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Essay 1</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Essay 2</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Essay 3</td>
<td>300</td>
<td>30%</td>
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<tr>
<td>Participation (Quizzes, Peer Review, Etc.)</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Proposal and Annotated Bibliography</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Final Presentation</td>
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<td>10%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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*A = 900–1000 / B = 800–899 / C = 700–799 / D = 600–699 / F = Below 600 points

A: Writing that demonstrates unusual competence. Thesis statement is clear and specific. Content is both unified and coherent. Sufficient details are provided to develop thesis statement. Grammatical/mechanical or documentation errors are minimal, with no patterns of serious error. Sentence patterns are varied. Diction is tight, fresh, and appropriate to audience and purpose. The “A” essay is imaginative. The writing is thoughtful and avoids the obvious, thus providing insight that is often personal and illuminating. The “A” essay invites rereading.

B: Writing that demonstrates competence. Content is unified and generally coherent. Key ideas are supported with details. Essay may contain grammatical/mechanical and documentation errors, but those errors do not detract from the essay’s content. Sentence patterns are sufficiently varied to keep reader interested. Diction is generally concise, accurate, and appropriate to audience and purpose. The “B” essay offers substantial information with few distractions.

C: Writing that suggests competence, but with a tendency to depend upon the self-evident and the cliché. Content may be ineffectively organized, with weak or missing transitions. Grammar/mechanical and documentation errors may be repeated or frequent. Development is thin; generalizations are not developed with appropriate details. Diction is limited in range, occasionally marred by repetition, redundancy, imprecision. Sentences may be choppy, monotonous. The “C” essay lacks both imagination and an awareness of choices that affect style.

D: Writing that suggests incompetence. Thesis statement may be unclear or missing. Content is disorganized. Essay fails to provide the reader with clear direction and focus, and transitions between ideas are missing. Ideas are left undeveloped. Generalizations are not supported. Grammatical or sentence structure errors may distort the intended meaning. Mechanical and documentation errors may be prevalent. Diction is limited in range and may be inappropriate. Evidence of proofreading is scanty. The “D” essay often gives the impression of having been conceived and written in haste. The “D” essay is not thoughtful and does not invite reading, much less rereading.

F: Writing that demonstrates incompetence. Essay lacks thesis statements, unity. Writing is marginally coherent. Few ideas are developed or supported. Grammar, spelling, and sentence structure are weak. In short, the ideas, organization and style fall far below what is acceptable in college writing.
COURSE POLICIES

Attendance: Students are only allowed six unexcused absences and/or nine excused absences (no more than nine classes total may be missed) for a MWF class. Any additional absences will result in automatic failure of the course.

Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation 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 when the nature of the work missed permits. However, no absences beyond the nine will be permitted, whether unexcused or excused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must turn in all major assignments (four formal essays and two presentations) to pass the course.

I take attendance at the beginning of class; arriving more than ten minutes after class begins will result in your being marked absent.

Course Citizenship: Eating, sleeping, or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

Assignment Submission: All written work will be submitted electronically via D2L. Assignments are due by class time on their due date. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Mac Pages or Google Docs, for example. I will return your drafts via D2L.

Late Work: I will accept major essays for a 10% per day penalty. I will not accept any daily work (blog posts, quizzes, etc.) after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as Dropbox or OneDrive (this one is included as a free-of-charge option in the university’s downloadable subscription of Microsoft Office 365), which are free services you may use to back up your files.

Academic Integrity: Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.
Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.


**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 Policy E-46.

**Conferences and Communication:** During the semester, you will meet with me once to discuss your work in the class. Missing a conference will count as a class absence and will result in a severe penalty to your grade. If you wish to meet with me at other times during the semester, please avail yourself of my office hours or set up an appointment with me. Email is also an easy way to receive an answer to a quick question.

**Course Evaluations:** Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

**The Academic Assistance and Resource Center:** The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.

**Withheld 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.

**Accommodations:** 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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.
COURSE SCHEDULE (Narrative Analysis Module—First Five Weeks)

*** This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. The “Readings and Assignments” column lists what you should read or work on as homework for the following class period. ***

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
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<tr>
<td>Week 1</td>
<td>Introducing Argument</td>
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| 1/17   | W: *Introduction to the Class*  
Homework: EA: Chapters 1-4 (skim as reading time allows) |
| 1/19   | F: *Review Narrative Arguments*  
Homework: BO: Amelia Richards, “Body Image: Third Wave Feminism’s Issue?” (196-200); Storey: “Feminisms” (140-141); “Post-Feminism” (163-166); D2L: Read “Narrative Argument Essay Prompt”  
**Discussion Questions #1 Due (D2L) by 11:59 pm: Our Identities** |
| Week 2 | Politicizing the Self    |
| 1/22   | M: *Class Discussion*  
Homework: BO: Chris Godsey, “Cro-Magnon Karma: one dude and his body image issues” (287-298)  
W. *Class Discussion*  
Homework: D2L: Philip Lopate, “Portrait of My Body” (handout) |
| 1/24   | F: *Class Discussion*  
Homework: BO: Akidda McDowell, “The Art of the Ponytail” (124-132), Lisa Jervis, “My Jewish Nose” (62-67);  
**Discussion Questions #2 Due (D2L) by 11:59 pm** |
| Week 3 | Our Bodies, Our Identities |
| 1/29   | M: *Class Discussion*  
W: *Class Discussion*  
Homework: BO: Loolwa Khazoom, “The Elephant and the Ice Cream: Emotions, Politics, and Food” (299-308) |
| 1/31   | F: *Class Discussion*  
Homework: Amy Tan, “Mother Tongue” (D2L)  
**Discussion Questions #3 Due (D2L) by 11:59 pm** |
| Week 4 | Introducing Popular Culture |
| 2/5    | M: *Class Discussion; Review Narrative Arguments*  
Homework: BO: “Klaus Barbies and Other Dolls I’d Like to See” (14-21) |
| 2/7    | W: Class Discussion and Screening: *Clarence*  
Homework: Work on Narrative Argument |
| 2/9    | In-Class Exercise: Understanding the Media, Body Image Mad Libs, and Writing Our Own Autobiographies.  
Assign Peer Review Partners for Essay 1 to Be Completed on Discussion Board.  
Homework: **Discussion Questions #4: Peer Review Draft of Narrative Argument Due (D2L) by 11:59 pm and to Partner on Discussion Board** |
<table>
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<th>Week 5</th>
<th>Contemporary Applications</th>
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| 2/12   | M: W: Introduce Visual Analysis and Popular Culture  
         Homework: Read: Storey, “What Is Popular Culture?” (1-14)  
         **Peer Reviews Due (D2L) by 11:59 pm** |
| 2/14   | W. In-Class Discussion: Modern Media Examples |
| 2/16   | F: Class Discussion  
         **Discussion Questions #5 Due (D2L) by 11:59 pm**  
         **Final Draft of Narrative Argument Due (D2L) by 11:59 pm** |