FALL 2019 COURSE DESCRIPTION
ENGLISH 131.016: 9:30-10:45 am TR, Ferguson 184

We communicate: We speak, read, write, interpret images and nonverbal cues, and respond to others in meaningful ways using a complex range of knowledge, skills, and strategies. We rarely consider the complex processes required or the varied literacy skills necessary. We develop habits and mindsets without considering whether these free us from failure or limit our success. In this ENG 131 course, as we study rhetoric and composition, we will also evaluate our own literacy and the habits that drive our communications as we endeavor to become “rhetorical.”

English 131 includes 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, 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.

Rhetoric refers to the wide array of communicative devices humans have at their disposal to create effects on each other

Jodie Nicotra, author of Becoming Rhetorical

Materials and Texts

We will use the digital text Becoming Rhetorical by Jodie Nicotra with 1-term MindTap (or Cengage Unlimited) access. Required.

ISBN-9781337554190

We will access the text, MindTap, and other resources via D2L. Projects may require typical school supplies and tools such as presentation and poster boards, folders, colored pens, etc.

Responsible use of technology in our classroom is also required.
ENG 131 “Rhetoric and Composition” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least fifteen pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising and editing writing. Final exams typically include presentations of student writing. These activities average six hours of work outside of classroom hours.

**Student Learning Outcomes for English 131**

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).

**General Education Core Curriculum**

ENG 131 is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified objectives for all core courses: Critical Thinking 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 objectives.

This is a general education, core-curriculum course. Program-specific learning outcomes for the English major are not addressed in the course.
The purpose of **Food for Thought Student Food Pantry** is to provide supplemental healthy food to SFA students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled for courses at SFA during the current semester and not have a meal plan.

http://www.sfasu.edu/studentaffairs/1319.asp
My Attendance Policy

You may miss up to two classes without a reduction in your final grade (that’s equivalent to one week’s paid vacation or sick leave, which is especially generous for a 16-week job commitment). If you miss more than two classes, two penalties are in play: 1) the absence itself may result in points deducted from your final grade (-5 points per absence); 2) not participating or turning in graded activities may result in a zero for an individual assignment.

For planned absences, please make arrangements regarding make-up work before you miss the class. Regardless, if you miss class or plan to miss class, you must interact with me outside of class time to make acceptable arrangements.

A Little Context

Employed workers typically exchange labor for money. Some get other benefits if they make acceptable arrangements and present proper documentation per company policies, such as a limited amount of vacation and/or sick leave (to protect their job or their pay). Employment as a student works the same way in my class: Your grade is your paycheck. By registering for this class, you agree to exchange acceptable completion of coursework for a grade, exactly as workers exchange acceptable completion of tasks for a paycheck. Given this context, then, attendance is not optional.

Grade Calculations

40% Online Daily Learning Activities (D2L/MindTap)
40% Learning e-Portfolio
- Log, Discussions, Daily Responses (ongoing)
- Summary (Sept. 6)
- Summary Analysis (Sept. 27)
- Summary Analysis (Oct 23)
- Rhetorical Analysis (Nov. 15)
15% In-Class Speaking and Writing
5% The Final: Reflective Essay

I understand purchase and use of digital course materials (Becoming Rhetorical with MindTap access at an approximate cost of $53) are required to pass this class, since 40 percent of my grade generates in MindTap.

Signature ________________________________
University Policies

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.

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf

Withheld Grades (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.

Accessibility and Accommodation

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/disabilityservice.

The Academic Assistance and Resource Center (AARC)

The AARC offers 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.
Wait. Did you say FREE?

SFA Academic Assistance and Resource Center (AARC)

The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor reviews and learning teams both led by students who have successfully completed the course. We make it easy for you to get the help you need!

What we do: Tutors can guide writers on specific kinds of sentence level support and overall essay coherence by offering suggestions that do the following:

- clarify grammar rules,
- explain writing conventions,
- provide samples of writing that exemplify the topic being discussed,
- and guide writers as they revise and edit their own sentences.

Hours of Operation:
- **1:1 appointments**: Sign up during the AARC’s open enrollment periods. (September 18 & 19)

- **Ask a Tutor / Zoom**: An AARC tutor is available to chat through a Zoom online meeting room from 3 p.m. to 7 p.m. Sunday. Visit the Online Resources page for more information.

- **Walk-In Tables**: Available 3 to 7 p.m. Monday through Thursday, writing walk-in tables are an "open lab" format. AARC laptops may be checked out or bring your own.

- **Online Writing Lab (OWL)**: Log in to your Brightspace by D2L account and view your list of courses for more information.

So, all of that is free?

YES. IT’S FREE.
Course Outline

1. GET ACQUAINTED (WEEKS 1-2)
   1.1. COURSE EXPECTATIONS
   1.2. COMMUNITY BUILDING

2. EVALUATE LITERACY AND ITS ROLE IN COMMUNICATION (WEEKS 3-6)
   2.1. ENGLISH LITERACY FOUNDATIONS
   2.2. ENGLISH LITERACY CONVENTIONS
   2.3. ENGLISH LITERACY EXPECTATIONS
   2.4. ENGLISH LITERACY: REFLECTION

3. EVALUATE HABIT AND ITS ROLE IN COMMUNICATION (WEEKS 7-13)
   3.1. SETTING EVALUATIVE CRITERIA
   3.2. NOTICING ROUTINES
   3.3. EVALUATING ROUTINES
   3.4. CONSIDERING “BEST” PRACTICES
   3.5. EXPLORING ALTERNATIVE ROUTINES (A)
   3.6. EXPLORING ALTERNATIVE ROUTINES (B)
   3.7. HABIT: REFLECTION

4. REFLECT ON LITERACY, HABIT, AND COMMUNICATION (WEEKS 14-15)

5. REFLECT ON LITERACY, HABIT, AND COMMUNICATION (WEEKS 14-15)

6. FINAL EXAM: 1:30-4 PM THURSDAY DEC. 12