Rhetoric & Composition
ENG 131-017
Course Times: 11:00 a.m. - 12:15 p.m. • Tuesdays/ Thursdays
Course Location: Ferguson Liberal Arts #282
Course Dates: Aug 26, 2019 - Dec 13, 2019/ Fall 2019

Instructor: Melissa Hutchens
Office Email: curryml@jacks.sfasu.edu
Office Location: Ferguson Liberal Arts Building • Room 208
Office Hours: T/R 9:00 a.m. - 10:00 a.m. or by appointment via email

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. 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.

Disclaimer
The instructor reserves the right to make changes to the syllabus, schedule, and class policies throughout the semester.

Required Texts, Materials, or Equipment
- The Old Man and the Sea by Earnest Hemingway
  - ISBN-10: 0684801
  - Paperback edition
  - 128 pages
- Office 365 (all SFA students receive an Office subscription)
- Reliable technology access for word processing software and the internet will be important for this course.
  - Please make sure to access your d2l account as soon as possible.
  - Please also revise settings so that d2l notifies you with course announcements.
### Proposed Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Daily Work</th>
<th>Major Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/2019</td>
<td><strong>Aug 26, 2019 - Dec 13, 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/27</td>
<td>SYLLABUS</td>
<td>Review of the syllabus.</td>
<td></td>
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<tr>
<td>8/29</td>
<td>ANNOTATION</td>
<td>Adding notes to <em>The Old Man and the Sea</em> (TOMS).</td>
<td>(last day to change schedules)</td>
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<tr>
<td>9/3</td>
<td>CLOSE READING</td>
<td>Close reading TOMS.</td>
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<tr>
<td>9/5</td>
<td>CLOSE READING</td>
<td>Close reading TOMS.</td>
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<tr>
<td>9/10</td>
<td>PROPOSAL ESSAY</td>
<td>Review the proposal essay writing process.</td>
<td></td>
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<tr>
<td>9/12</td>
<td>PROPOSAL ESSAY</td>
<td>Close read and annotate sample proposal essays.</td>
<td></td>
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<tr>
<td>9/17</td>
<td>PROPOSAL ESSAY</td>
<td>Draft proposed thesis statement.</td>
<td>Your annotated copy of TOMS is due.</td>
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<tr>
<td>9/19</td>
<td>PROPOSAL ESSAY</td>
<td>Peer review and edit proposed thesis statement.</td>
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<tr>
<td>9/24</td>
<td>ANNOTATED BIBLIOGRAPHY</td>
<td>Review the annotated bibliography writing process.</td>
<td></td>
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<tr>
<td>9/26</td>
<td>ANNOTATED BIBLIOGRAPHY</td>
<td>Close read and annotate sample annotated bibliography.</td>
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<tr>
<td>10/1</td>
<td>ANNOTATED BIBLIOGRAPHY</td>
<td>Use thesis to gather credible sources.</td>
<td>The final draft of the proposal essay is due.</td>
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<tr>
<td>10/3</td>
<td>PERSUASIVE ESSAY</td>
<td>Review the persuasive essay writing process.</td>
<td></td>
</tr>
<tr>
<td>10/8</td>
<td>PERSUASIVE ESSAY</td>
<td>Close read and annotate sample persuasive essay.</td>
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<tr>
<td>10/10</td>
<td>PERSUASIVE ESSAY</td>
<td>• Review essay outlines.</td>
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<td></td>
<td></td>
<td>• Annotate sample essay outline.</td>
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<td></td>
<td></td>
<td>• Draft essay outline.</td>
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<tr>
<td>10/15</td>
<td>PERSUASIVE ESSAY</td>
<td>• Draft introduction paragraph.</td>
<td>The essay outline is due.</td>
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<tr>
<td></td>
<td></td>
<td>• Continue to identify credible sources.</td>
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<tr>
<td></td>
<td></td>
<td>• Continue to develop annotated bibliography.</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>PERSUASIVE ESSAY</td>
<td>• Draft conclusion paragraph.</td>
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<td></td>
<td></td>
<td>• Continue to identify credible sources.</td>
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<tr>
<td></td>
<td></td>
<td>• Continue to develop annotated bibliography</td>
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</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Instructions</td>
<td>Notes</td>
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| 10/22    | PERSUASIVE ESSAY      | • Draft body paragraphs.  
• Continue to identify credible sources.  
• Continue to develop annotated bibliography                                                                                                      | (Oct. 23 last day to drop SFA courses)                                                                  |
| 10/24    | PERSUASIVE ESSAY      | • Draft body paragraphs.  
• Continue to identify credible sources.  
• Continue to develop annotated bibliography                                                                                                      |                                                                                                        |
| 10/29    | PERSUASIVE ESSAY      | • Draft body paragraphs.  
• Continue to identify credible sources.  
• Continue to develop annotated bibliography                                                                                                      |                                                                                                        |
| 10/31    | CLASS CANCELED        |                                                                                                                                             | The persuasive essay rough draft is due.                                                               |
| 11/5     | PERSUASIVE ESSAY      | Participate in writing workshop with peer review.                                                                                               |                                                                                                        |
| 11/7     | PERSUASIVE ESSAY      | Continue to participate in writing workshop with peer review.                                                                                   | The annotated bibliography is due.                                                                     |
| 11/12    | PERSUASIVE ESSAY      | Continue to participate in writing workshop with peer review.                                                                                   |                                                                                                        |
| 11/14    | PERSUASIVE ESSAY      | Continue to participate in writing workshop with peer review.                                                                                   |                                                                                                        |
| 11/19    | ABSTRACT              | Introduction to academic abstracts. Close read and annotate sample abstract.                                                                     | The final draft of the proposal essay is due.                                                          |
| 11/21    | ABSTRACT              | Draft proposed academic abstract for persuasive essay. Review final presentation assignment.                                                      |                                                                                                        |
| 11/26    | SFA HOLIDAY           |                                                                                                                                             |                                                                                                        |
| 11/28    | SFA HOLIDAY           |                                                                                                                                             |                                                                                                        |
| 12/3     | ABSTRACT              | Continue work on proposed academic abstract for persuasive essay.                                                                               |                                                                                                        |
| 12/5     | ABSTRACT              |                                                                                                                                             |                                                                                                        |
| 12/10    | FINAL PRESENTATIONS   | First come/ first serve sign-ups for student presentations. Plan to attend the entire class session if you are presenting.                           | The essay abstract is due.                                                                              |
| 12/12    | FINAL PRESENTATIONS   |                                                                                                                                             |                                                                                                        |
**Course Grading**

**Explanation of Grading System**

10% = Novel Project
- Annotated copy of *The Old Man and the Sea*

20% = Homework
- Discussion Posts
- Cornell Notes

70% = Persuasive Essay Project
- Proposal Essay
- Annotated Bibliography
- Persuasive Essay Outline
- PE Rough Draft
- PE Final Copy
- PE Abstract
- Final Exam Presentation

**Individual Major Assignment Grade Breakdown**

1. Discussion Posts..........................10% of total grade or maximum points
2. Cornell Notes.................................10% of total grade or maximum points
3. Novel Annotation.............................10% of total grade or maximum points
4. Proposal Essay...............................10% of total grade or maximum points
5. Annotated Bibliography:...............10% of total grade or maximum points
6. Persuasive Essay Outline..............10% of total grade or maximum points
7. PE Rough Draft.............................10% of total grade or maximum points
8. PE Final Copy..............................10% of total grade or maximum points
9. PE Abstract.................................10% of total grade or maximum points
10. Final Exam Presentation...............10% of total grade or maximum points

**Grade Scale**

100 – 90 = A  
89 – 80 = B  
79 – 70 = C  
69 – 60 = D  
59 – 0  = F

**Statement of Grading Approach**

Writing is a step-by-step process. Anyone who thinks of writing as a finished project has never gone back to read last semester’s essay or short story. Something can always be better (or less absolutely awful). My grading system is designed to motivate students to revise and improve their writing. Important stages in the writing process (the proposal, outline, and rough draft) count as major grades similar to the final copy. Before students submit the final draft of the persuasive essay, I will have seen each student’s essay under construction many times. In addition, students will have the opportunity to continue revising and editing their completed capstone persuasive essay. This resubmission is not mandatory for all students but is mandatory for those who score below 70% on their persuasive essay.
Statement of Grading Approach  
Continued

It’s important to note that students do not just receive a new grade for the revised final essay automatically. You have to respond to feedback and work hard for these points. When I eventually assess the essay a second time, I will grade for the effort the student puts into making changes.

Course Assignment Descriptions

Daily Work
❖ Lectures will be in limited quantity in class.
❖ Daily work will include:
   ➢ MLA citation practice
   ➢ Close reading with annotation
   ➢ Rough draft development for major assignments
   ➢ Logical Fallacy activities

Homework
• Homework assignments will begin during the second week of the semester.
• Before most face-to-face class sessions, students will
   o work at their own pace to learn/ review concepts
   o watch lecture videos
   o conduct close-readings
   o and complete required activities online
• Students will earn a grade for their independent homework assignments, by:
   o preparing Cornell notes and submitting the work in D2L
   o responding to discussion posts in D2L regarding the homework assignment
• Be sure to write down questions to ask in class when you are struggling with pre-class concepts.

Major Assignments
With the exception of the novel annotation assignment, the final copy of all major assignments must be:
➢ In .docx Word format
➢ MLA format
➢ Submitted through the correct D2L dropbox
➢ Do not submit final copies through email
➢ Do not submit printed final copies
❖ **Text Annotation:**
The Old Man and the Sea student annotations
❖ **Proposal Essay:**
Writing assignment explaining the proposal for the capstone persuasive essay project
❖ **Annotated Bibliography:**
Writing assignment listing the student’s reading sources for the persuasive essay project with student notes
❖ **Persuasive Essay Outline:**
Writing assignment planning the structure of the persuasive essay
❖ **Persuasive Essay Rough Draft:**
Writing assignment drafting the persuasive essay
➢ The rough draft must be digitally submitted to the writing center.
❖ **Persuasive Essay Final Draft:**
Writing assignment defending the student’s position on a theme related to *The Old Man and the Sea* that demonstrates revision and editing in response to instructor and student feedback as well as word processor checks
➢ The final draft should be the product of an in person visit to the writing center.
➢ The final draft should reflect revision and editing in response to instructor and student feedback.
➢ The final draft should reflect editing in response to word processor grammar checks
❖ **Abstract for Persuasive Essay:**
Writing assignment summarizing the capstone persuasive essay
❖ **Final Exam:**
Presentation summarizing the capstone persuasive essay using new media

**Class Participation**
• Come to class well-prepared in advance to work on major writing assignments.
• Use class time productively, by
  o following instructions
  o making changes to your work in response to feedback
• Manage frustration and confusion with the writing process, by
  o looking at your notes
  o seeking help from instructor and peers.
• Be considerate and professional to your classmates and your instructor. You are a college student and are expected to act in a mature way.
• Contribute to the academic environment in a positive way by listening and participating
• Do not disrupt the classroom learning environment.
  o Although students with disciplinary problems tend to be few and far between at the college level, inappropriate behavior may result in lost attendance/ marked as absent and/ or referral to the Office of Student Rights and Responsibilities for conduct review.
• Refer to [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf) for more info.
• Violations of the SFA student code of conduct will be referred to the Office of Student Rights and Responsibilities for procedural due process.
**Resources and Policies**

1. **Mental Health**
   **SFA Counseling Clinic**
   - 936-468-2401 • 3rd Floor, Rusk Building • counseling@sfasu.edu
   - Office Hours: M-F 8:00 a.m. - 5:00 p.m.
   - Appointments: [http://www.sfasu.edu/counselingservices/104.asp](http://www.sfasu.edu/counselingservices/104.asp)

2. **Tutoring**
   **AARC Tutoring Center - Writing Tutoring:**
   - 936-468-4108 • 1st Floor, Ralph W. Steen Library • aarc@sfasu.edu
   - Walk in tables for writing tutoring
   - Online Writing Lab available through student D2L
   - 1:1 Appointments (online and in-person) winfieldkl@sfasu.edu

3. **Disability Resources**
   **Office of Disability Services (ODS)**
   - 936-468-3004 • Human Services Building, Room 325 • 8 a.m. – 5 p.m. • Mon - Fri
   - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the, 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/)

4. **Technology**
   **D2L Support: Office of Instructional Technology**
   - Visit [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu) for written and video tutorials.
   - 936-468-1919 • d2l.sfasu.edu
   - If you call after regular business hours/ on a weekend, please leave a voicemail.
   - Technical Support Center (not related to D2L)
   - 936-468-4357 • helpdesk@sfasu.edu • [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu)

5. **Attendance**
   Attendance is defined by physical attendance as well as participation in an academically related activity such as submission of an assignment, examination, or participation in group, or online discussion.
   - Faculty members are required to complete an attendance roster provided to them after each census date. Students will be administratively dropped from any course where attendance cannot be demonstrated.
   - After six absences in a Tues/Thurs class the instructor stops accepting work.
   - Students with perfect attendance (including both presence and participation) will have a point added to their final grade.
   - For every three tardies, a student will receive an absence.
   - Students who arrive fifteen minutes or more late to class will be marked absent.
   - Students with no tardies will have one point added to their final grade.
   - [http://www.sfasu.edu/policies/class-attendance-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-6.7.pdf)
6. **Sexual Assault**  
**On Campus Assistance**
- SFA Counseling Services  
  (936) 468-2401 • counseling@sfasu.edu • SFACounselingClinic@sfasu.edu
- SFA Student Health Clinic  
  (936) 468-4008 • healthservices@sfasu.edu
- Office of Violence Against Women  
  936-468-2133
- Family Crisis Center of East Texas – Campus Office  
  (936) 468-7233 • (800) 828-7233 (24-hour crisis line)

**Options for Reporting Assault**
Reporting to Law Enforcement criminal offenses occurring on campus, including but not limited to
- sexual assault
- dating violence
- domestic violence
- stalking may also be made

- **SFASU Police Department (UPD)**  
  936-468-2608 (non-emergency) • 911 (emergency) • updemail@sfasu.edu
- **City of Nacogdoches Police Department**  
  936-559-2607 (nonemergency) • 911 (emergency)

**Employee Options for Reporting Misconduct**
- sexual violence
- sex discrimination
- sexual misconduct
- sexual harassment

- **U.S. Department of Education, Office for Civil Rights (OCR)**  
  (214) 661-9600 • 1999 Bryan St., Suite 1620 Dallas, TX 75201
- **U.S. Equal Employment Opportunity Commission**  
  (800) 669-4000 • Houston District Office 1919 Smith St., 6th Floor Houston, TX
- **Texas Workforce Commission Civil Rights Division**  
  (888) 452-4778 • 101 E 15th St., Rm 144-T Austin, TX 78778

7. **Academic Dishonesty**
   Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
   ▪ using or attempting to use unauthorized materials on any class assignment or exam;
   ▪ falsifying or inventing of any information, including citations, on an assignment;
   ▪ helping or attempting to help other student(s) in an act of cheating or plagiarism.
   Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
   ▪ submitting an assignment as one’s own work when it is at least partly the work of another person;
   ▪ submitting a work that has been purchased or otherwise obtained from the Internet or another source;
   ▪ incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
   Penalties for Academic Dishonesty Penalties may include, but are not limited to:
   ▪ reprimand
   ▪ no credit for the assignment or exam
   ▪ resubmission of the work
   ▪ make-up exam
   ▪ failure of the course
   ▪ expulsion from the university.

8. **Withheld Grades Semester Grades Policy**
   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 Goals**
Students who complete this course successfully will be able to:
1. Compose a variety of essays that demonstrate clear focus, the logical development of ideas in well-organized paragraph and essay formats, and the use of appropriate language that advances the author’s purpose.
2. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within.
3. Define new vocabulary and concepts and use them accurately in reading, speaking, and writing.
4. Describe, analyze, and evaluate information across literary, expository, and persuasive readings.
5. Explain how literary and other texts evoke personal experience and reveal character in narrative and expository texts.
6. Edit and submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.