Description:
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.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**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.
**Required Texts and Materials:**
*A spiral notebook for your journal entries.*

**Grading Weights:**
Essay 1: Personal Narrative (3-4 Pages) 20%
Essay 2: Ethnographic (6-7 Pages) 15%
Essay 3: Review (2-3 Pages) 15%
Essay 4: Rhetorical Analysis/assessment (4-5 Pages) 20%
Daily (Journal, In-Class Participation): 5%
Daily Quizzes: 15%
Final Exam (Timed Writing-3-5 pages) 10%

Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned: Scale TBD by individual instructor.

Students will write a course capstone essay in which students will be asked to develop a professional document that exhibits an understanding of core objectives as determined by the core assessment schedule; students will be assessed based on their use of critical thinking skills; grammar, vocabulary, and written style and effectiveness; teamwork; or, the effect of personal choices.

**Journal Requirements:** You must provide a journal that will be used exclusively for journal entries. All notes will need to be taken in a separate notebook. At the beginning of class there will be several days where you will write for several minutes in your journal from a prompt I have provided. If you meet my requirement you will get full credit for that entry and if you are tardy or absent or do not meet the requirements you will get a zero for that entry. Entries cannot be made up unless you have an excused absence and only during my office hours. You must make up any missed entries within **one week**. Again, if you are tardy then you do not get credit for that journal entry and coming to late twice equals an unexcused absence. You lose **5 points** for each entry that does not meet the requirements.

**Grade Criteria:**
Overall, your grade will be based on a total of TBD points. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

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 a 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.

**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.

**Student Academic Dishonesty Original Implementation:** Unpublished Last Revision: January 31, 2017 Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of 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, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure: 1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved. 2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision. 3. After a determination of academic dishonesty, the faculty member will inform the
academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

**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 coursework 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.

**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/.

**131 Fall 2019 School Calendar**

This gives you a general idea of the material we will be covering during the semester. There will be some days where we are able to cover more ground than anticipated and others where we may need to focus longer on some elements (such as grammar or revision). In other words this schedule is not concrete and may change according to need; therefore, if you are absent and unsure what you have missed please remember to consult one of your in-class partners. As the semester goes on the schedule will become more fluid as each class defines its own strengths and weaknesses. Homework is listed below and there may be additional homework outlined during the class period. You are responsible for looking online or contacting an in-class partner in order to determine any information you miss due to tardiness or absence. Do not contact me for this information unless it is in person during my office hours.

**Week 1**

**August 27/Tuesday** Review of Syllabus/Introduction to the Course/Student introductions/Discuss Rhetorical Analysis

**Homework:** Read Essay on Crappy First Drafts (expect a quiz over it)

**August 29/Thursday** Discuss essay on Crappy First Drafts/Discuss potential writing issues/Outline first essay assignment including expectations for Prezi

**Homework:** Read Chapter One in assigned book

**Week 2**

**September 3/Tuesday** Cover Chapter One and do various journals

**Homework:** Read Chapter Two

**September 5/Thursday** Cover Chapter Two

**Homework:** Complete your Prezi/Read Chapter Three
Week 3

September 10/Tuesday/Cover the first 10 Prezis

September 12/Thursday/Cover the last 10 Prezis

Week 4

September 17/Tuesday/Cover Chapter Three

Homework: Complete your essay

September 19/Thursday/Read a poorly written student essay/Go over all of the expectations and potential pitfalls

Homework: Bring completed essay to class for peer review (10% of grade: must have a hard copy and must meet the assignment requirements or you will lose this percentage. No exceptions).

Week 5

September 24/Tuesday/ Peer Review for Essay 1 (10% of grade: must have a hard copy and must meet the assignment requirements or you will lose this percentage. No exceptions).

Homework: Essay 1 must be submitted through D2L before class begins on Thursday September 26th. If it is improperly submitted you lose 10% for each day it is late (including the weekend).

September 26/Thursday/divide the class into groups/Second Essay Assignment
Homework: Each group must write a pitch that is typed and formatted according to MLA.

Week 6

October 1/Tuesday/ Read Pitches for Ethnographic essays group by group/Read an ethnographic essay.

Homework: Read Chapter Nine.

October 3/Thursday *Class and office hours are cancelled and this will be used as a research day*

Week 7

October 8/Tuesday/ Video on plagiarism/Discuss in text citations and works cited in detail. Discuss the concept of a rhetorical analysis.

Homework: Work on Prezi and Essay. Bring the opening paragraph/hook to class.

October 10/Thursday/Discuss: Are Bronies Changing the Idea of Masculinity?/Discuss opening paragraphs.

Homework: Finish Prezi/Work on all components of the essay
Week 8

October 15/Tuesday/Present the Prezis

October 17/Thursday/Allow class time to finish the essay and ask instructor any questions about the components including works cited page and in-text citations

Homework: A hardcopy of Essay 2 is due on Tuesday October 22 at the beginning of class (if this is even a minute late it is -10%).

Week 9

October 22/Tuesday/Peer and self-evaluation for the second essay.

October 24/Thursday/Discuss 3rd essay Review requirements/ Homework: Begin to think about your next essay and bring one paragraph pitch to class on November 5th.

Week 10

Conference Week (no class)

Week 11

November 5/Tuesday/Discuss pitches/Discuss various reviews.

Homework: Work on your Review Essay/ students bring videos or printed reviews to class for class discussions on November 7. Note: this presentation will be a double quiz grade.

November 7/Thursday/10 students present videos Homework: Work on Essay 3.

Week 12

November 12/Tuesday/10 Students present videos Homework: Work on Essay 3.

November 14/ Tuesday/Go over 4th essay assignment in detail/Watch short documentary and review it/ Homework: Essay 3 is due to be turned in online on November 19 before class. Read the articles and determine which one you are going to write your 4th essay about. Be prepared to discuss the thesis of the article you choose during class.

Week 13

November 19/ Read the 3rd essay in class.

November 21/Read the 3rd essay aloud in class. Be writing and drafting your 4th essay. Homework: Bring your final essay to class for peer review.

Week 14

Thanksgiving
Week 15 Dead Week

**December 3**/Peer Review/First 30 minutes of Documentary/ **Homework: Essay 4** must be submitted online by Thursday December 5th before class begins.

**December 5**/ Watch rest of Documentary and take precise notes for the final exam.

Week 16 Final Examination Week