English 131: Composition and Rhetoric- Fall 2019

Instructor: Mr. Skylar Woods

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Office: Ferguson 280

Office Hours: Monday, Wednesday 1:00pm-3:00pm, or by appointment

Class Time: MWF 12:00pm-12:50pm

Course 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.

Required Materials

• Lumberjacks Write (provided by the Department of English and Creative Writing)
• Successful Writing by Maxine Hairston and Michael Keene (can be found at the bookstore on-campus or Amazon (go with Amazon))
• Of Mice and Men By John Steinbeck
• Other readings and handouts will be provided as needed
• Access to a word-processing software (preferably Microsoft Word, as it is provided through MySFA)

Course Policies

Class attendance is mandatory. You are allowed a maximum of three absences, which equates to roughly a week of coursework. You are still expected to do any work required for any given class period. Exceptions may be made depending on the circumstances, but we will talk outside of class to arrange that. Every absence after your first three will result in your total grade being dropped by half a letter (so a low A would drop into high B territory).

Several situations will cause me to consider you absent even if you are physically present. Sleeping, using your phone excessively, working on assignments for other courses, or listening to music through headphones will result in you being marked absent. I won’t make a scene about it, I will just mark you down as absent. There will be times I will give you permission to use your phone or listen to music. Work with me. Respect my time and I will respect yours.
I will begin class as promptly as possible but understand that I am also a human being and may have extenuating circumstances that make me late. Assume that I will always be there on time and the lecture will begin as soon as class starts. If you show up to class 15 minutes after the lecture begins, you will be counted late. Two late arrivals equate to one absence. If there is a case where I must cancel class, I will have a note posted on the door and I will send an email as soon as possible.

**Respect:**

Discussion is a crucial element of this course, and you are expected to contribute. It is okay to disagree with each other (and I expect this to occur), but you must respect everyone’s else’s opinion. Treat your classmates with kindness and they will be expected to return the favor. If anyone disrespects or insults another member of the class, they will be asked to leave that class session and reprimanded appropriately.

**Communication:**

When contacting me, try to uphold a degree of professionalism. Include an appropriate subject in your email and be as clear as possible with your questions or concerns so that I can help you to the best of my ability. Feel free to contact me at any hour, but don’t expect me to respond immediately if you email me in the middle of the night. I will do my best to respond to all emails within 24 hours of receiving them.

**Food and Technology:**

Food and drink are okay in class as long as you don’t disturb the lecture or your other classmates. Laptops and computers are allowed for note-taking, but I refrain the right to take this privilege away if I see it being abused.

**Grading:**

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<tr>
<th>Numerical Value</th>
<th>Final Letter Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89</td>
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Three of your major assignments will each make up 20% of your final grade (with the exception of the Personal Narrative at 10%), resulting in a total of 70%. Your daily work together will comprise 10%, your presentation another 10%, and your final exam will make up the final 10%. It’ll work out as displayed below:

10% - Personal Narrative Essay (100 points, Communication)
20% - Literary Analysis Essay (200 points, Critical Thinking)
20% - Rhetorical Analysis Essay (200 points, Critical Thinking)
20% - Persuasive Essay (200 points, Communication, Critical Thinking)
10% - Presentations (100 points, Personal Responsibility, Teamwork)
10% - Participation (100 points, Personal Responsibility)
10% - Final Exam (100 points)

**Personal Narrative:**

This essay will focus on the importance of identity formation in relation to personal struggles. You will write about a time you felt challenged as an individual and how, through that struggle, your concept of yourself has changed (for better or worse). The audience for this paper is the dean of your college who is wanting to discover the struggles of the student population. This paper is 4 full pages minimum with proper MLA format, no outside sources are required for this assignment.

**Literary Analysis:**

You will read *Of Mice and Men* by John Steinbeck and then analyze the novella's conception of personal struggle and identity alongside two scholarly sources. You will write a 5-6 page essay that assesses these concepts.

**Rhetorical Analysis with Synthesis:**

In this essay, you will continue to examine the formation of identity and its relation to corporate advertising rhetoric. You will choose a corporate brand to analyze for rhetorical strategies and discuss how they use rhetoric to build a corporate identity. You will also analyze and reflect upon how corporate branding is used to build personal identity. This essay is 5 full pages minimum and will synthesize three sources to complete a rhetorical analysis of corporate branding and an analysis of advertising’s impact on corporate and individual identity.

**Persuasive Essay:**

Choose any topic you’d like and craft an argument. The purpose of this essay is for you to be able to build a strong argument using the skills you have acquired over the course of the semester in order to persuade your target audience (in this case your peers and I). You will be required to use 2-3 scholarly sources and will be 6-8 pages in length.

**Presentation:**

You will create either a slideshow (Powerpoint, Prezi, Google Slides) or an infographic and present the information of your Persuasive essay and what you have learned over the course of writing your persuasive essay. The presentation must last 3-5 minutes and focus on informing rather than arguing.

**Late Work:**

Late grades will be an option for major assignments, although not one I would recommend. After grading your assignment, I will drop it one full letter grade for every full day it is late. For
example, if you turn your paper in one day late and I give it a B after looking it over, I will drop that grade down to a C for grading purposes. Late grades will not be given for daily assignments—if you don’t turn it in, it is a 0. If you miss a class, contact me or a classmate and I will tell you the assignment and expect it by the next time you attend class. Keep in mind that I will not recap a lecture for you—your attendance is your responsibility.

**Daily Work:**

Quizzes, participation, and other various small in-class assignments will be handed out throughout the semester that will formulate the daily work portion of your final grade.

**Conferences:**

Students will meet with me for at least one mandatory conference that will take place near the end of the semester. If you fail to appear for your conference, you will be counted absent for the day. Details will be provided as the dates approach.

**Peer Review:**

Peer review is an important asset that should be taken advantage of in this course. There will be one peer review before each major paper, which is listed on the course calendar, and it is mandatory. Although peer reviews count only as a daily grade, you will receive a zero if you fail to participate. The class will split into groups of three and that will be your peer group for the rest of the semester. During each peer review you will print off 3 copies of your papers, two for your group members to review, and one to give to me so I can track your progress through the assignment.

**Course Calendar:**
This calendar is tentative, and I reserve the right to change or alter it at any time.

Week 1

Monday, August 26
Syllabus Day & Introductions
**Homework:** None

Wednesday, August 28
Introduction to Personal Narratives and Introduce Personal Narrative Assignment
**Homework:** Read Chapter 1 & 2 of *Successful Writing*

Friday, August 30
**Homework:** Work on narratives and read Chapter 3 of *Successful Writing*

Week 2

Monday, September 2
Essay Structure: MEAL Paragraphs and Outlining Writing Processes
**Homework:** Read handout “Learning the Uses of Chaos” By Ann E Berthoff

Wednesday, September 4
Personal Narrative Mock Peer Workshop with *Lumberjacks Write* essay
**Homework:** Have 3 drafts of the assignment ready for the workshop

Friday, September 6

Personal Narrative Workshops
**Homework:** Work on Personal Narratives

Week 3

Monday, September 9
Revisions and Revising process
**Homework:** Read chapter 9 in *Successful Writing* and work on Narrative

Wednesday, September 11
MLA Day and Basic Formatting
**Homework:** Finish Narrative and turn in on D2L before Friday

Friday, September 13
Scholarly vs. Credible Sources, Summary vs. Analysis, Personal Narratives Due

**Homework:** Read Chapter 2 of Successful Writing

**Week 4**

**Monday, September 16**

Introduction to Literary Analysis Assignment and Literary Elements

**Homework:** Read Pages 1-36 in Of Mice and Men

**Wednesday, September 18**

Reading Discussion and Examine student examples of Analyses

**Homework:** Read Pages 36-80 in Of Mice and Men

**Friday, September 20**

Literary Analysis/Devices/Reading Discussion

**Homework:** Finish Of Mice and Men

**Week 5**

**Monday, September 23**

Reading Discussion / Of Mice and Men Quiz

**Homework:** No Homework

**Wednesday, September 25**

Reading Discussion and Literary Devices

**Homework:** Prepare 3 Literary Analysis drafts for the Workshop

**Friday, September 27**

Workshop Day

**Homework:** Read Chapter 6 of Successful Writing and Work on Papers

**Week 6**

**Monday, September 30**

Watch Of Mice and Men/ Discussion

**Homework:** Work On Papers

**Wednesday, October 2**
Finish *Of Mice and Men*/ Discussion  
**Homework:** Finish **Literary Analysis** Paper

**Friday, October 4**

Introduction to Rhetorical Analysis Assignment and Rhetoric, **Literary Analysis Due**  
**Homework:** Read Handout

**Week 7**

**Monday, October 7**

Introduction to Rhetoric and Ethos, Pathos, and Logos and **Rhetorical Analysis Assignment**  
**Homework:** None

**Wednesday, October 9**

Ethos, Pathos, and Logos  
**Homework:** None

**Friday, October 11**

Pathos and Logos  
**Homework:** Work on papers

**Week 8**

**Monday, October 14**

Introduction to Rhetorical Devices/Group discussion  
**Homework:** Read Chapter 7 of *Successful Writing*

**Wednesday, October 16**

Rhetorical Devices, Examine Presidential Speech  
**Homework:** Prepare 3 drafts for workshop

**Friday, October 18**

Workshop Day  
**Homework:** Work on Paper

**Week 9**
Monday, October 21

Meet in Library for MLA Workshop
**Homework:** Work on Paper

Wednesday, October 23

Examine Student Rhetorical Analysis and Rhetorical Devices
**Homework:** Finish Paper

Friday, October 25

**Rhetorical Analysis Paper,** Review How to Write an Effective Essay
**Homework:** None

Week 10

Monday, October 28

Introduction to **Persuasive Essay Assignment,** Good Debate Techniques
**Homework:** Choose Topic for Essay

Wednesday, October 30

Persuasive Writing and the Art of Persuasion
**Homework:** Read Chapter 12 of *Successful Writing*

Friday, November 1

Examine student Persuasive Essays and Techniques/Reading Discussion
**Homework:** Research/Work on Paper

Week 11

**Individual Conferences** (Will schedule specifics in class)

Week 12

Monday, November 11

Plagiarism and Good Research Techniques
**Homework:** Research for Presentation

Wednesday, November 13

Review MLA Citations, MLA Quiz
Homework: Work on Presentation

Friday, November 15
Types of Sources and How to Cite Them
Homework: Work on Presentation

Week 13
Presentations (Will Schedule specifics in class)

Week 14
Fall Break

Week 15
Monday, December 2
Reflective and Exploratory Writing
Homework: Work on Persuasive Paper, Have 3 Drafts for Workshop

Wednesday, December 4
Workshop Day/Final Questions/Hurdles for paper
Homework: Finish Paper

Friday, December 6
Persuasive Paper Due, Talk about Final

Week 16
Final Exam

COURSE OUTCOMES
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 131 LEARNING OUTCOMES
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).

WITHHELD GRADES – SEMESTER 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.

ACADEMIC INTEGRITY
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. If you are caught cheating or plagiarizing in my class, my findings will be discussed with you to determine punishment, which might be giving you a failing grade. To clarify, 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; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

ACCEPTABLE STUDENT BEHAVIOR
A recent policy from the Provost’s Office states, “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 that is available to help SFA students succeed.”

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 for Policy E-46.

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 http://www.sfasu.edu/disabilityservices/.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108. To schedule a weekly appointment, visit sfasu.edu/aarc and sign up ASAP.