Syllabus for English 131: Rhetoric and Composition

Attending to Voice

Course number/section: ENG 131-029
Semester: Fall 2019
Meeting place: Ferg 184
Meeting time: TTh 2:00 – 3:15 p.m.

Instructor: Dr. Elizabeth Tasker Davis
Office: 260 Liberal Arts North
Office hours: Tues 10:45 -11:30 a.m., 1:15-2:00 p.m.
Wed 3:30 -5:30 p.m.,
Thurs 10:45 -11:30 a.m., 1:15-2:00 p.m.
Office phone: 468-2487
Email: taskerea@sfasu.edu

Description
The SFA General Bulletin defines ENG 131: “Rhetoric and Composition” (3 credits) as the “study and application of the writing process and the skills of writing with a focus on analytic reading and writing.” Required of all students who do not qualify for ENG 133H. Must earn a grade of C or higher to be admitted to ENG 132.

ENGL 131 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.

Prerequisite: acceptable THEA score or at least a C in IRW 099

***

Writing always speaks--but from what perspective, and with what authority? What can the reader deduce about the author? How bold or hidden is the author’s identity? Does the identity of the author even matter? What does the occasion demand? What matters?

The theme for this section of ENG 131 is attending to voice. This includes three major considerations that affect any piece of writing:

1. effective use of point of view (first/second/third person, singular and plural)
2. stylistic choices in tone and diction
3. active vs. passive verb constructions
Required Materials
There are no required texts for this course. Readings will be posted on the Brightspace course page. You will need computer and internet access every week. You can bring a laptop to class, but that is optional.

Assignments
The assignments and grades for this course will be weighted as follows:

- Short Summary and Response Papers (4, 1½-2 pages) 15%
- Personal Narrative (4-5 pages) 20%
- Rhetorical Analysis (4-5 pages) 20%
- Artifact Synthesis Essay (6-7 pages) 25%
- Group Introductions (3) 10%
- Remediation 10%

I will provide more complete descriptions of assignments as we go through the semester.

Grading
For each assignment, I calculate grades on a numeric 100 point scale. Each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions. According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). All writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

A – 90-100% - On essays and written responses, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% - On essays and written responses, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - On essays and written responses, this grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is
not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% - The student did not do the work assigned.

**General Education Core Curriculum Objectives:**
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 may be assessed:

- **Critical Thinking:** creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- **Communication:** effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- **Teamwork:** the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **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 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).
Attendance & Punctuality
Class attendance is required. **Missing more than three unexcused classes will negatively affect your grade.** Note that excused absences require official documentation. See university policy on guidelines for excused absences.

Habitual lateness is unacceptable and will affect your grade. If you come in after I take role, be sure to see me after class. **Continued lateness will start to count as absences.**

Missed Class and Late Work
I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence.

Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due and have what I view as a compelling reason to be granted an extension (depending on the circumstances). Otherwise, late work will be accepted for up to one week after the due date, but I will deduct 5 points for every day it is late.

Other Classroom Policies
The number one rule in my classroom is to treat others respectfully. The number two rule is to enjoy what we are doing. This means I welcome lively conversation, but I do not welcome rudeness.

Please turn off cell phones upon entering class unless you have a critical life situation that could require your immediate attention; then turn off the ringer. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom to quickly take care of business.

Also, if you finish an in-class activity quickly, do not just get up and leave. Do not get up and walk in and out of class! If you have special needs, see me.

Acceptable Student Behavior (D-34.1)
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. 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.

Academic Integrity (A-9.1)
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.

DEFINITION OF ACADEMIC DISHONESTY
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.

ALSO NOTE THAT YOU MAY NOT USE PAPERS THAT YOU YOURSELF HAVE WRITTEN FOR OTHER COURSES.

For more information, see SFA Policy 4.1 – Student Academic Dishonesty - http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Withheld Grades - Semester Grades Policy (A-54)
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.

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 Steen library. Sign up for 1:1 appointments during the AARC’s open enrollment periods. An AARC tutor is available to chat through a Zoom online meeting room from 3 p.m. to 7 p.m. Sunday. Walk-In Tables are open from 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. AARC Contact info: 936.468.4108, aarc@sfasu.edu
## Class Schedule
Changes may be necessary as the course proceeds. Readings and essays are due on date listed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 8/27 Th 8/39</td>
<td><strong>Introduction</strong>&lt;br&gt;UNIT 1 – Summary and Response&lt;br&gt;Vonnegut – “How to Write with Style” Writing Summaries and Reflections.</td>
</tr>
<tr>
<td>2</td>
<td>T 9/3 Th 9/5</td>
<td><strong>Summary and Response: Vonnegut.</strong> Brene Brown Vulnerability&lt;br&gt;Brene Brown Vulnerability</td>
</tr>
<tr>
<td>3</td>
<td>T 9/10 Th 9/12</td>
<td><strong>Summary and Response: Brown.</strong> Crenshaw’s Intersectionality Essay&lt;br&gt;Crenshaw’s Intersectionality Essay</td>
</tr>
<tr>
<td>4</td>
<td>T 9/17 Th 9/19</td>
<td><strong>Summary and Response: Crenshaw</strong> UNIT 2 - Personal Narrative, Person and Voice&lt;br&gt;Brainstorming strategies for narrative</td>
</tr>
<tr>
<td>5</td>
<td>T 9/24 Th 9/26</td>
<td>Personal Narrative draft – 3 pages. Peer review&lt;br&gt;Compose group introduction</td>
</tr>
<tr>
<td>6</td>
<td>T 10/1 Th 10/3</td>
<td><strong>Personal narrative due.</strong> UNIT 3 – Rhetorical Analysis&lt;br&gt;Rhetorical situation, sample letters</td>
</tr>
<tr>
<td>7</td>
<td>T 10/8 Th 10/10</td>
<td>Discuss Herrick. Drafting the rhetorical analysis. Brainstorming strategies&lt;br&gt;Workshopping – bring 2-page draft</td>
</tr>
<tr>
<td>8</td>
<td>T 10/15 Th 10/17</td>
<td>Rhetorical analysis draft – 4 pages. Peer review&lt;br&gt;Compose group introduction</td>
</tr>
<tr>
<td>9</td>
<td>T 10/22 Th 10/24</td>
<td><strong>Rhetorical Analysis due.</strong> UNIT 4 – Writing about Artifacts&lt;br&gt;Read Gailllet and Eble.</td>
</tr>
<tr>
<td>10</td>
<td>T 10/29 Th 10/31</td>
<td>Read article by Hesse, Sommers, and Yancey (pdf file).&lt;br&gt;<strong>Summary and Response: Hesse, Sommers, and Yancey.</strong></td>
</tr>
<tr>
<td>11</td>
<td>T 11/5 Th 11/7</td>
<td>Artifact sharing. Brainstorming strategies the Artifact Essay&lt;br&gt;Artifact essay - Workshopping – bring 2-page draft</td>
</tr>
<tr>
<td>12</td>
<td>T 11/12 Th 11/14</td>
<td>Artifact Essay peer review (6 pages)&lt;br&gt;compose group introduction</td>
</tr>
<tr>
<td>13</td>
<td>T 11/19 Th 11/21</td>
<td>final editing&lt;br&gt;<strong>Artifact Essay due in d2l. Discussion of Visual Rhetoric</strong></td>
</tr>
<tr>
<td>14</td>
<td>Sa 11/23 Su 12/1</td>
<td>THANKSGIVING</td>
</tr>
<tr>
<td>15</td>
<td>T 12/3 Th 12/5</td>
<td><strong>Remediation project</strong></td>
</tr>
<tr>
<td>Final</td>
<td>T 12/13</td>
<td>Final – Remediation Presentations</td>
</tr>
</tbody>
</table>