Fall 2019  
English 131.490  
Rhetoric and Composition  
Department of English, SFASU  
Professor: Erin Galope  
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Meeting Times and Location: Wills Point High School

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 Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Students will be instructed in elements of critical thinking such as creative thinking, innovation, and inquiry, and in analysis, evaluation, and synthesis of information. In ENG 131, students 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 evidencing the student’s command of effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos). The instruction in ENG 131 will take place by means of lecture, assigned readings, and instructor input during class discussions which model for students how to express and respect diverse points of view. Each student’s mastery of Critical Thinking will be demonstrated by means of a culminating Course Capstone Essay in which students will be asked to respond critically or analytically to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words.
2. Communication Skills: In ENG 131, students will be instructed in elements of communication skills, such as effective development, interpretation and expression of ideas through written, oral and visual communication. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Instructors provide students models, examples, and explanations about writing processes that help them to create coherent, well developed, well-organized and unified discussions inclusive of personal, expository, and persuasive writing methodologies. Students will write several assignments or essays throughout the semester. Each student’s mastery of Communication Skills will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words; this written assignment will demonstrate appropriate organization, clarity, development of ideas, and appropriate levels of writing competency.

3. Social Responsibility: In ENG 131, students will acquire teamwork skills, including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Teamwork activities may include peer review processes and small group work, collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience in ENG 131, 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 course submission. Each student’s mastery of teamwork will be demonstrated by means of a Course Capstone Essay in which students will be asked to collaborate in a response to a writing prompt derived either from an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words.

4. Personal Responsibility: In ENG 131, students will be instructed in elements of Personal Responsibility, such as the ability to connect choices, actions and consequences to ethical decision-making. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. In ENG 131, students have occasion to study and experience human dynamics and interrelationships as these pertain to the ethical and logical presentation of supports to claims and to effective communication to diverse audiences. Students will learn that writing well includes making choices that involve complex moralities, ethics, and psychological, spiritual, and intellectual valuations, and that acts of writing bear with them consequences. Each student’s mastery of Personal Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words; this assignment will ask students to respond to the moral or ethical issues presented by the prompt, including such considerations as personal acts, obligations, or responsibilities.

Required Text:

*Back to the Lake, Third Edition*, Thomas Cooley (PROVIDED BY SCHOOL)

Other reading materials will be posted online.

Course Requirements: ****

This is a composition class and you will be writing. Because this is a composition class, your analysis essays will count for 80% of your grade. Occasionally, there will be quizzes, homework assignments, etc. These will count for 10% of your grade. Participation is a good way to learn, so participation will count for 10% of your grade.

Essays: **80%**

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Pop Quizzes/Written Responses: 10%
Participation: 10%
Total: 100%

A large part of your in-class presentation grade is class participation. If you are called upon and offer no feedback or have not read then you will lose 5% of your grade. If you are absent on a day that you are slated to present then you cannot make this up (unless it is an excused absence).

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:

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

Grade Criteria and Policy:
Overall, your grade will be based on a total of TBA points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. 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

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construction of sentences 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 an 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 an 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; i.e., 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

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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):**
The following is taken from SFASU’s Policy Manual (2012), “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.

**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, 4683004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course

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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/.

Schedule of Readings/Topics

**Week One** (August 26-30)
Monday, August 26 – Syllabus/Class Procedures; In-Class diagnostic essay
Wednesday, August 28
  - Read “More Room,” p. 197
  - Read “Kim Wilde,” p. 129
Friday/August 30
  - Read “Where Are You From?” p. 357
  - Read “Remembering My Childhood on the Continent of Africa,” p. 369
    o Read Ch. 4

**Week Two** (September 2 - 6)
Monday, September 2 ***Holiday***
Wednesday, September 4
  - Cultural Analysis Essay Due
  - Read “Buy That Little Girl an Ice Cream Cone,” p. 653
Friday, September 6
  - Read “Texas Talk is Losing its Twang”, p. 261
  - Read “How to Jump-start Your Car When Your Battery is Dead,” p. 317

**Week Three** (September 9-13)
Monday, September 9
  - Read “The Ways We Lie,” p. 409
Wednesday, September 11
  - Read “Linguistic Terrorism”, p. 773
Friday, September 13
  - Read “Tell Them about the Dream, Martin!” p. 147

**Week Four** (September 16-20)
Monday, September 16
  - Read “Ain’t I a Woman?” p. 649
Wednesday, September 18
  - Read “The Extraordinary Characteristics of Dyslexia,” p. 493
Friday, September 20
  - Read “Once More to the Lake,” p. 219
  - Read “14 May 1905,” p. 277

**Week Five** (September 23-27)
Monday, September 23
  - Read “All Seven Deadly Sins Committed at Church Bake Sale,” p. 257

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- Read “Types of Women in Romantic Comedies Who Are Not Real,” p. 427

Wednesday, September 25
- Read “Superhero Smackdown,” p. 361

Friday, September 27
- Read “Have a Caltastic Day,” p. 119

Week Six (September 30-October 4)
Monday, September 30
- Read “The Most Amazing Bowling Story Ever,” p. 209
- Read “Babe Ruth’s Summer of Records,” p. 777

Wednesday, October 2
- **Rhetorical Analysis Essay Due**
  - Read “Hearing Voices,” p. 767

Friday, October 4
- Read “College Graduates Fare Well, Even through Recession,” p. 676
- Read “My Education: Not What It Used to Be,” p. 685

Week Seven (October 7-11)
Monday, October 7
- Read “Higher Education, Repossessed,” p. 682

Wednesday, October 9
- **In-Class essay on Debating the Value of a College Education**

Friday, October 11
- Read “This Little Piggy Didn’t Go to Market,” p. 253

Week Eight (October 14-18)
Monday, October 14 (Student Holiday)
Tuesday, October 15 (Student Holiday)
Wednesday, October 16
- Read “Well-Behaved Women Seldom Make History,” p. 267

Friday, October 18
- Read “In Defense of Quidditch,” p. 296

Week Nine (October 21-25)
Monday, October 21
- Read “E Pluribus Unum,” p. 433

Wednesday, October 23
- Read “Blue-Collar Brilliance,” p. 497

Friday, October 25
- **Reflection Essay Due**
  - Read “Why the Beaver Should Thank the Wolf,” p. 577

Week Ten (October 28-November 1)
Monday, October 28
- Read “Imagination or Theft?” p. 694

Wednesday, October 30
- Read “Judas Priest: Bob Dylan Slams Plagiarism Accusers,” p. 699

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Friday, November 2
- Read “Who Owns Dr. King’s Words?” p. 703
- In-class essay on Debating Intellectual Property

Week Eleven (November 4-8)
Monday, November 4
- Read “The Evil Empire?” p. 624
Wednesday, November 6
- Read “Money Isn’t Everything,” p. 591
Friday, November 8
- Read “Why Are Textbooks So Expensive?” p. 569

Week Twelve (November 11-15)
Monday, November 11
- Read “Acculturation is Bad for Our Health: Eat More Nopalitos,” p. 659
Wednesday, November 13
- Read “The Declaration of Independence,” p. 635
Friday, November 15
- Read “The Ones Who Walk Away from Omelas,” p. 595

Week Thirteen (November 18-22)
Monday, November 18
- Read “We Owe History,” p. 667
Wednesday, November 20
- Read “The Checklist Manifesto,” p. 785
Friday, November 22
- In-Class Workshop; work on position paper

Week Fourteen (November 25-29)
Monday, November 25 – Holiday
Tuesday, November 26 – Holiday
Wednesday, Nov. 27 - Holiday
Thursday, November 29 – Holiday
Friday, November 30 – Holiday

Week Fifteen (December 2-6)
Monday, December 2
- Position Paper Due
- Read “You’ll Never Learn!” p. 716
Wednesday, December 4
- Read “The Art of Finding,” p. 724
- Read “Deactivated,” p. 746
Friday, December 6
- Read “The Influencing Machines,” p. 728

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Week Sixteen (December 9 - 13)
Monday, December 9 – TBD
**Wednesday, December 11-TBD**
Friday, December 13 – TBD

**Week Seventeen (December 16-20)**
Monday, December 16 – Final Grades are submitted to SFA
Friday, December 20 – Early Release