English 131.006 Rhetoric and Composition
Department of English and Creative Writing, SFASU

Professor: Tureva Osburn
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Office: Liberal Arts North 242
Office Hours: Tuesday/Thursday 11:15am – 12:30pm; 3:30 – 4:30pm

Description:
ENG 131, Rhetoric and Composition – “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.”

Credit Hour Justification:
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:
Harris, Muriel and Jennifer L. Kunka. Prentice Hall Reference Guide. 10th ed.
Bring paper and pen/pencil to class
Pocket folder for turning in essays

Course Requirements
Assignments
The assignments and grades for this course will be weighted as follows:
50 points Grammar Diagnostic/Participation Grade
50 points Paragraph Assignment
50 points Grammar Exam
150 points Personal Narrative Essay with Author and Peer Review
100 points Rhetorical Analysis In-Class Timed Essay
100 points Summary Paragraphs Assignment
250 points Argument Essay with Author and Peer Review
150 points Journal Writing/Quizzes/Participation in class
100 points Final Exam
1000 possible points

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
Below 600 = F
Grade Criteria:
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 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.

**Academic Integrity (A-9.1):**
Academic integrity is the 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. 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.

**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, 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/.

CLASS SCHEDULE FOR FALL 2019

English 131
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Office: Liberal Arts North 242
Office Hours: Tuesday and Thursday 11:15am – 12:30pm; 3:30 – 4:30pm

Week 1
Tuesday, Aug. 27th: First day of class. Welcome with discussion of syllabus and expectations!
Thursday, Aug 29th: Receive Paragraph Assignment instructions. Journal Entry #1

Week 2
Tuesday, Sept. 3rd: Writing Workshop for the Paragraph Assignment
Thursday, Sept. 5th: Paragraph Assignment Due!

Week 3
Tuesday, Sept. 10th: Read for class Malcolm Gladwell’s “10,000 Hours.” Quiz! Journal Entry #2

Week 4
Tuesday, Sept. 17th: Writing Workshop for the Personal Narrative Essay. Journal Entry #3

Week 5
Thursday, Sept. 26th: Writing Workshop for the Personal Narrative Essay.

Week 6
Tuesday, Oct. 1st: Author/Peer Review for the Personal Narrative Essay.
Lecture/Discussion: Rhetoric and Rhetorical Analysis

Week 7
Tuesday, Oct. 8th: Read for class __________________________. Quiz and discussion of text.
Lecture/Discussion: Rhetorical Analysis.
Thursday, Oct. 10th: Lecture/Discussion: Rhetorical Analysis. Journal Entry #6

Week 8
Tuesday, Oct. 15th: Lecture/Discussion: Rhetorical Analysis.
Thursday, Oct. 17th: Writing Workshop for Rhetorical Analysis Essay
Week 9
Tuesday, Oct. 22nd: Begin Rhetorical Analysis in-class essay
Thursday, Oct. 24th: Complete Rhetorical Analysis in-class essay

Week 10
Tuesday, Oct. 29th: Receive Summary Paragraphs Assignment. Lecture/Workshop: Research
Thursday, Oct. 31st: Lecture/Workshop: Research. Journal Entry #7

Week 11
Tuesday, Nov. 5th: Writing workshop for summary
**Thursday, Nov. 7th: Summary Assignment Due.** Receive Assignment Sheet for the Argument Essay.

Week 12
Tuesday, Nov. 12th: Writing Workshop for the Argument Essay
Thursday, Nov. 14th: Writing Workshop for the Argument Essay. Journal Entry #8

Week 13
**Tuesday, Nov. 19th: Group Conferences with Author Review**
**Thursday, Nov. 21st: Group Conferences with Author Review**

Week 14
Tuesday, Nov. 26th: Thanksgiving Holidays
Thursday, Nov. 28th: Thanksgiving Holidays

Week 15
**Tuesday, Dec. 3rd: Peer Review for the Argument Essay** Journal Entry #9
**Thursday, Dec. 5th: Argument Essay Due in class.** Journal Entry #10

Week 16 Final Exam Week
English 131.006 T/TH at 8:00-9:15am. **Exam on Thursday, Dec. 12th from 8:00 – 10:30am**
English 131.045 T/TH at 2:00-3:15pm. **Exam on Thursday, Dec. 12th from 1:30 – 4:00pm**