Instructor: Ms. Emily Garrett
Office: FERG 278
ENG 131-012
FERG 183, MWF 9-9:50
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COURSE DESCRIPTION
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. Must earn a grade of C or higher to be admitted to English 132.

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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account and you will be notified how register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or emailSFALiveText@sfasu.edu.

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
Upon successful completion of English 131, the student should have:
✓ 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).

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. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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/.

COURSE POLICIES
✓ Adults make arrangements.
✓ Electronics are not permitted in class. Laptops will be allowed on draft or research days. If you are found using your laptop for something other than class purposes (social media, homework for another class, etc) you will be given a warning; if you continue, then you will be asked to leave and will be marked absent. Earbuds/headphones are not allowed. If you need to answer an emergency phone call, please step out of the classroom so as not to disturb or disrespect your classmates. If you are expecting an important phone call or if there is an extenuating circumstance, such as sick children, and need to leave your phone on your desk, please speak with me before class.
✓ Do not bring noisy or smelly snacks to class. Please be mindful and respectful to your fellow classmates. You may bring drinks to class, but keep in mind that you will have to clean it up if you spill it. Be sure to bring drinks with some sort of lid on the cup or bottle.
✓ Please don’t interrupt me or your classmates. It is rude to do so. If you’d like to add to the conversation, please raise your hand. During discussion, be respectful of one another. Do not speak over another person, wait for them to finish, then you may speak. If you become disrespectful and overly disruptive during the discussion you will be asked to leave and marked absent.
✓ Sleeping, daydreaming, doing homework for another class, talking to classmates about something unrelated to the classroom conversation, and not paying attention are not allowed.
✓ If you need to contact me by e-mail, please put ENG 131 and your section number in the subject line. I DO NOT accept assignments by e-mail unless I specifically give you permission to do so. Please be professional. I will not respond to e-mails that are written poorly and/or written disrespectfully. **DO NOT e-mail me through D2L because I may not check it.** After 5 pm or on weekends I will not be checking/or responding to emails. So, if you need to contact me, make sure to do it before 5 pm or before the weekend.

ATTENDANCE & PUNCTUALITY
Attendance is mandatory. In order to be successful, you will need to attend class regularly, arrive prepared and on time, and stay for the duration of the class. Three (3) tardies will count as one absence.

You are allowed five (5) excused and/or unexcused absences before your grade is affected. After the fifth absence, you will be docked one final letter grade. For example, if your grade for the class is 86, and you miss five classes your final grade will be reduced by 20 points to a 66.
Students with more than seven (9) absences, whether excused or unexcused, who fail to drop the course will receive a final grade of F. Excused absences include family emergencies, university sanctioned events, and extreme medical emergencies, such as hospitalization. All excused absences must have proper documentation (e-mails do not count). Missing class for any reason will not excuse you from homework and/or major assignment deadlines. You must return to class prepared for that day’s discussion.

Sleeping in class is unacceptable. If caught sleeping, you will receive one warning; afterward, you will be counted absent.

Texting in class is unacceptable. If caught texting (or on your phone for any reason unless directed to by me), you will receive one warning; afterward, you will be counted absent.

**LATE ASSIGNMENTS**
Late work is accepted only for major essay assignments. I will not accept late work for daily grades or quizzes. One letter grade will be docked for each day the assignment is late. Essays should never be left under my office door.

University policy excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. You will be responsible for providing satisfactory documentation for such situations. Extensions for major assignments will be left to my discretion, but you must see me at least three days prior to the due date with proper documentation.

**GRADES AND EVALUATION**
**Assignments**—Each assignment is due at the beginning of class. You must turn in a hard copy at the beginning of class AND submit all major essays online to D2L. If you fail to turn in one or both, 10 points will be deducted each day it is late, including weekends. There will be a separate Dropbox folder in D2L for each major essay assignment. Instructions will be given for the process and not knowing how to submit to D2L Dropbox WILL NOT serve as an acceptable excuse for not turning in these assignments.

**Personal Narrative**—Must be between 500-700 words. More details and expectations for the assignment will be made available separately at a later date.

**Complaint Letter**—This assignment will be a complaint about the topic of your choosing. More details and expectations for the assignment will be made available separately at a later date. The review needs to be between 400-500 words.

**Review**—This review will be about a movie/TV show/Book/YouTube video. A brief synopsis of the medium will need to be included (1-2 sentences). What was the point/purpose in making this piece of art? Did they succeed in doing what they set out to do? More details and expectations
for the assignment will be made available separately at a later date. The review needs to be between 400-500 words. Due date: October 15.

**Literary Analysis**—The purpose of this essay is for you to be able to read a text closely, derive meaning from it and be able to express your thoughts and ideas in an eloquent manner. This essay will be 1000-1200 words in length. More details and expectations for the assignment will be made available separately at a later date.

**Persuasive Essay** – In this essay you will be trying to persuade me to your stand on using medicine to treat mental illness. Should medicine be used? Are their other ways to treat without using medicine that could potentially harm your body more? You will need at least four scholarly sources incorporated in essay. This essay will need to be 1500-1700 words. More details and expectations for the assignment will be made available separately at a later date. Due Date: December 5.

**Peer Review** – Peer review is an important asset that should be taken advantage of in this course. There will be only one peer review, which is listed on the course calendar, and it is mandatory. Peer comments and suggestions will be due with the final draft of each assignment. Although peer reviews count only as a daily grade, you will receive a zero if you fail to participate or turn in your comments.

**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.

**Final Exam** – Using the skills you’ve acquired over the course of the semester, you will write an essay during the scheduled final exam period. Details and materials will be discussed as the date approaches.

**Extra Credit** – A substantial visit to the AARC will award you five extra points to one major essay grade. Utilization of the resources available to you are an important part of your education. Attach the pink slip to your final draft. Additional opportunities for extra credit may arise over the course of the semester.

All assignments must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each assignment must meet the assignment requirements for page length and source requirement. Failing to do so will result in a SIGNIFICANT drop in your grade. Individual assignment sheets will be provided with further details.

All assignments file submission should first contain your last name. Here is an example: GarrettRhetoricalEssay
Breakdown of Grades
Attendance – 5%
Daily Work – 10%
Peer Review – 5%
Personal Narrative – 10%
Complaint Letter – 10%
Review – 10%
Literary Analysis – 20%
Persuasive Essay – 20%
Sources for Persuasive Essay – 5%
Final Exam – 5%

According to university policy, your final grade for the course will consist of a letter grade only. Here is a general description of each letter grade:

A – Student meets and exceeds the expectations for the assignment. Writing demonstrates an understanding of all the key concepts needed to effectively complete the essay. Few, if any, grammatical and/or syntactical errors.
B – Student meets the expectations for the assignment. Writing demonstrates an understanding of most of the key concepts needed to effectively complete the essay. Few grammatical and/or syntactical errors.
C – Student meets the expectations for the assignment. Writing demonstrates a basic understanding of some of the key concepts needed to effectively complete the essay. Several grammatical and/or syntactical errors.
D – Student does not meet at least one expectation for the assignment. Writing demonstrates little understanding of the key concepts needed to effectively complete the essay. Many grammatical and/or syntactical errors.
F – Student does not meet most or all expectations for the assignment. Writing demonstrates little to no understanding of most of the key concepts needed to effectively complete the essay. Pages are missing or plagiarism may have occurred. Writing is incomprehensible with many grammatical and/or syntactical errors.

Grade evaluation may be discussed 48 hours after essays have been returned. I will not discuss it with you until the two-day window has passed.

Timeline (subject to change without notice)
Week 1:
  Wednesday- Syllabus
  Homework: D2L Discussion Board “Introduce Yourself”
  Friday- Why Writing is Important
Week 2:
  Monday- Narrative essay introduction & brainstorm
Wednesday- Case Study #1/ Draft Day
Friday- Yellow Wallpaper

Week 3:
Monday- Revising vs Editing
What is peer review?
Wednesday- **Personal Narrative rough draft due**
Friday- **Personal Narrative Due**

Week 4:
Monday- Complaint Letter Intro
Wednesday- Rhetorical Triangle/ Rhetoric Appeals
Friday- Rhetoric Appeals Quiz

Week 5:
Monday- **Complaint letter draft due in class**
Peer Review/ Draft Day
Wednesday- **Complaint letter due in class**
Friday- Review Introduction/ Examples

Week 6:
Monday- Watch “Empty- [Eating Disorder/Mental Illness]” on YouTube
Group work- paragraph review
Wednesday- Draft Day
Friday- **Review rough draft due in class**
Peer Review

Week 7:
Monday- **Review final draft due**
Literary Analysis Intro
Wednesday- Literary Devices Activity
Friday- Read “The Tell-Tale Heart”
Activity

Week 8:
Monday- Read story in class for Literary Analysis
Discuss Literary Devices found
Wednesday- Outline Lit Analysis/ Draft Day
Friday- Introduction and Conclusions

Week 9:
SPRING BREAK—NO CLASS
Have a great break! Be safe.

Week 10:
Monday- How to incorporate quotes and transitions
Rosemary Kennedy article
Wednesday- Article group activity
Friday- Draft Day

Week 11:
Monday- **Literary Analysis rough draft due in class**  
   Peer Review  
Wednesday- **Literary Analysis final draft due**  
Friday- Persuasive essay intro  
   Brainstorm for topics  
   *Topic due Monday*  

Week 11:  
Monday- **Get topic approved in class**  
   Logical Fallacies  
Wednesday- How to find sources online  
   Purdue Owl  
Friday- How to make valid arguments  
   Review rhetorical triangle/ rhetoric appeals review  

Week 12:  
Monday- Go over Persuasive essay example as a class  
Wednesday- Go over Persuasive essay example in groups  
   Homework: Post two scholarly sources to discussion board  
Friday- Write body paragraph in class using at least one of your scholarly sources.  

Week 13:  
Monday- Peer review the paragraph  
   Edit paragraph  
Wednesday- No class  
Friday- No class – Easter Break  

Week 14:  
Monday- Introduction/Conclusion Peer review  
Wednesday- Sign up for conferences  
   Draft day/Questions  

Week 15:  
Monday- No class- Mandatory Conferences  
Wednesday- No class- Mandatory Conferences  
Friday- No class- Mandatory conferences  

Week 16:  
Monday- **Persuasive Essay rough draft due**  
   Peer Review  
Wednesday- **Persuasive Essays due**  
Friday- Final Exam?  

Final Exam Week- TBD