Syllabus
Spring 2019
English 132.495, 132.496, 132.499
Stephen F. Austin Department of English
Nacogdoches High School, Room 111

Teacher: Kristin D. Thomas
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kdthomas@sfasu.edu

Course Description:
Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

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 132 Learning Outcomes:
ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum 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); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

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 persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

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 secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

Students entering English 132 should:
- be able to formulate a thesis statement.
- understand the meaning and relationship of claim, evidence, and analysis.
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
- produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.

Attendance/Schedule:

We will meet class on the NISD schedule, and all NHS attendance policies apply.
Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will necessarily mean that you miss valuable information and will consequently be at a disadvantage when writing your essays. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance.

If you absolutely must miss class, it is your job to schedule a time to make up missed work. You have a syllabus with all assignments listed; it is not my responsibility to remind you to make up your assignments. If you need to come in to make up an assignment, please arrange to come in at a time that is convenient; however, understand that you may not be able to make up all assignments. If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment.

I am available by appointment from 3:00-4:00, before school, and during lunch for tutorials and for make-ups. My conference is during first period. Please make every effort to make up assignments and to get help during these times.

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):**
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/.

**Grades:**

All grades for this course will be posted in D2L.

Your grade in this class will reflect the work that you do on essays, presentations, and in-class work done throughout the course of the semester.

Daily work will consist of exercises done in the process of writing your essays, close reading practice, article reflections, vocabulary development, and participation.

During the writing process for each essay, I will develop a rubric based on the assignment and on class instructional needs. Your papers will be graded based on the rubric and grades will be assigned using the following scale:

- **A** – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The paper is mechanically pristine with only the smallest grammatical defects.
- **B** – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.
- **C** – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.
- **D** – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.
- **F** – The student turned something in but did not do the assignment provided.

**Rewrites:** At the end of the semester, you will be allowed to rewrite one essay. When submitting a rewrite, you must first conference with me about the essay you wish to revise. After revision, you will also need to write a reflection essay to turn in with the revision in which you discuss the changes you made to your essay and why you made them. If all parts are satisfactorily completed, you may earn up to half points lost on the original assignment. You may not revise the last paper of the semester.
Course Requirements:

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<tr>
<th>ASSIGNMENT</th>
<th>LENGTH</th>
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<tr>
<td>1. Southern Gothic Movie Analysis</td>
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<td>30 points</td>
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<td>2. Southern Gothic Literary Analysis Essay</td>
<td>(5-6 pages)</td>
<td>50 points</td>
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<td>3. American Education Presentation</td>
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<td>4. Rhetorical Analysis Timed Writing</td>
<td>(2-3 pages)</td>
<td>20 points</td>
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<td>5. American Education Rhetorical Analysis Essay</td>
<td>(6-7 pages)</td>
<td>60 points</td>
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<td>6. Synthesis Timed Writing</td>
<td>(2-3 pages)</td>
<td>20 points</td>
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<tr>
<td>7. Gender Synthesis Essay</td>
<td>(6-7 pages)</td>
<td>60 points</td>
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<td>8. Novel Annotated Bibliography</td>
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<td>50 points</td>
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<td>9. Research Annotated Bibliography</td>
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<td>50 points</td>
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<tr>
<td>10. Research Paper</td>
<td>(10-12 pages)</td>
<td>100 points</td>
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<td>11. Membean/AP Prep</td>
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<td>60 points</td>
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<td>12. Final Exam</td>
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560 total points

Course Timeline

Monday, January 7  
Work Day
Tuesday, January 8 
Begin Southern Gothic Literary Analysis Unit—"A Rose for Emily"
Wednesday, January 9  
Intro to Close Reading Multiple Choice—Assign “Barn Burning”
Thursday, January 10  
Read Day
Friday, January 11  
Discuss “BB” and “ARFE”; Assign “A Good Man is Hard to Find”

Monday, January 14  
Read Day
Tuesday, January 15  
Assign Movie Analysis
Wednesday, January 16  
Work Day
Thursday, January 17  
First Literature Circle Meeting—first 1/3 of book discussion
Friday, January 18  
Discuss “A G M is H to F”; Assign “Good Country People”

Monday, January 21  
MLK HOLIDAY
Tuesday, January 22  
Discuss “Good Country People”
Wednesday, January 23  
Movie Analysis Work Day
Thursday, January 24  
Second Literature Circle Meeting—second 1/3 of book
Friday, January 25  
Movie Analysis Due, Membean Due

Monday, January 28  
Read Day
Tuesday, January 29  
Introduce Literary Analysis Paper, Begin Outlining
Wednesday, January 30  
Close Reading Multiple Choice
Thursday, January 31  
Third Literature Circle Meeting—last 1/3 of book
Friday, February 1  
Computer Lab
Monday, February 4  
Tuesday, February 5  
Wednesday, February 6  
Thursday, February 7  
Friday, February 8  

Computer Lab  
Computer Lab  
Computer Lab  
Draft Due—Peer Review  

**Final Literary Analysis Essay Due**

Monday, February 11  
Tuesday, February 12  
Wednesday, February 13  
Thursday, February 14  
Friday, February 15  

Introduction to Rhetorical Analysis  
Rhetorical Analysis Practice  
Close Reading Multiple Choice  
Rhetorical Analysis Timed Writing  
Introduction to American Educational Philosophy Presentation, Membean

Monday, February 18  
Tuesday, February 19  
Wednesday, February 20  
Thursday, February 21  
Friday, February 22  

STAFF DEVELOPMENT  
Computer Lab  
Computer Lab  
American Education Presentations Due  
Continue Presentations

Monday, February 25  
Tuesday, February 26  
Wednesday, February 27  
Thursday, February 28  
Friday, March 1  

Assign RA Paper  
RA Planning/Work  
Computer Lab  
Computer Lab  
Draft Due—Peer Review

Monday, March 4  
Tuesday, March 5  
Wednesday, March 6  
Thursday, March 7  
Friday, March 8  

American Philosophers Rhetorical Analysis Paper Due  
Synthesis Review—Assign Novel Annotated Bibliography  
AP Multiple Choice  
Synthesis Timed Writing  
Gender Introduction—Issues in Gender, Membean

Monday, March 11  
Tuesday, March 12  
Wednesday, March 13  
Thursday, March 14  
Friday, March 15  

Girl Day  
Boy Day  
Read Day  
Discussion  
Assign Gender Synthesis/Outline

**SPRING BREAK**

Monday, March 25  
Tuesday, March 26  
Wednesday, March 27  
Thursday, March 28  
Friday, March 29  

Computer Lab  
Computer Lab  
Computer Lab  
Draft Due—Peer Review  

**Gender Synthesis Paper Due**

Monday, April 1  
Tuesday, April 2  
Wednesday, April 3  
Thursday, April 4  
Friday, April 5  

Introduce Annotated Bibliography  
SFA trip, AP Multiple Choice  
SFA trip, AP Multiple Choice  
Computer Lab  
Computer Lab, Membean Due
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<td>Tuesday, April 9</td>
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<td>Thursday, April 11</td>
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<td>Friday, April 12</td>
<td><strong>Novel Annotated Bibliography Due</strong></td>
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<td>Monday, April 15</td>
<td>Introduce Research—How to select a topic</td>
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<td>Tuesday, April 16</td>
<td>AP Multiple Choice</td>
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<td>Wednesday, April 17</td>
<td>Research Topic Due, Thesis Development</td>
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<td>Thursday, April 18</td>
<td>Computer Lab</td>
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<td>Friday, April 19</td>
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<td><strong>Research Annotated Bibliography Due</strong></td>
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<td>Research Paper Draft Review</td>
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