If you need to contact me, email is the best way; I check it frequently. You may phone me, but I am not always in my office, and there is no guarantee I will receive any messages you leave. Also, students need to use the email address listed above to contact me. Emails sent through D2L email may not get to me in a timely manner.

This syllabus is subject to revision at any time. It is in your best interest to know and understand the course policies laid out in this document as you will be held to them even if you choose not to know them.

**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. Required of all students who do not qualify for English 133H or 235H. Prerequisite: Pass or exemption from THEA or a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

**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:

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).

**REQUIRED TEXTS AND MATERIALS**

- *The Broadview Anthology of Expository Prose, 3rd Edition.* Edited by Laura Buzzard, Don LePan, Nora Ruddock, and Alexandria Stuart
- *The Broadview Pocket Guide to Writing,* edited by Corey Frost
- Notebook and writing utensil. This course is a writing course, so you should be prepared to write any given course period.
- Office 365 (all SFA students receive an Office subscription upon acceptance to the school).
- You will need a folder to hold any handouts I give you during the semester.

I understand that textbooks can present some difficulties due to cost. I try to keep the costs down, but the texts listed above are required.

**COURSE POLICIES**

- Adults make arrangements. All major assignments are due on the date listed on the paper prompt or as stated in class. I do not accept late work unless arrangements are made prior to the due date and asking for arrangements does not guarantee any will be given.
- All assignments must be typed in MLA format. I will not accept hand-written work.
- All major papers must be turned in on D2L via the appropriate dropbox in .docx (Word) format (if you use a Mac, turning in a .pages document will constitute, at best, a late assignment) with the title in the following format: Lastname_EssayNumber (ex. Smith_Essay2). Do not share your paper with me through Google Docs. Do not email me your paper.
- I expect all students to come prepared for class each day, which includes having all required reading complete and/or any assignments ready to turn at the start of class.
- SFA email is an official form of communication, and I highly recommend you check your school email at least once a day.
- Grades will be updated on D2L as they are completed. It is up to you to calculate what you need to achieve on any assignments for your desired grade.
- Eating, sleeping, or reading other materials during class are not acceptable behaviors. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity.
- Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.
COURSE ATTENDANCE

- Attendance is required. Summer courses move fast, which does not leave a lot of room for absences. Each student is allowed two absences without penalty. At three I will record a failing grade for the course.
- Being physically present does not guarantee I will mark you as present. Failing to come prepared, not actively participating, or generally not being engaged in the course will count as an academic absence. Two academic absences will count as a full absence.
- Please be on time. I tend to start classes promptly and find tardiness disruptive. Five minutes late equals being marked tardy on the attendance roster; ten minutes or more is an absence. Two tardy marks equals an absence. If you leave early or habitually leave the class, you risk being counted either tardy or absent. Being habitually late will affect your grade.
- Being absent is not an excuse for missed information or assignments. Get with a classmate – or email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction.

COURSE ASSIGNMENTS

For all major paper assignments, I will provide you with a detailed prompt explaining the assignment and expectations. There are, however, some guidelines that are consistent with each assignment:

- All papers must be in proper MLA format
- Must meet minimum page length
- Turned in on D2L as a **Word document** by the due date
- Have an original title that is indicative of the topic (Essay 1 is not a good title)
- If the assignment requires sources, there must be a proper works cited page

I cannot stress enough: **Do not plagiarize.** I am aware of the panic moment of needing to get an assignment “finished,” but by using someone else’s ideas, not only are you robbing yourself of the development of your critical thinking skills, but you are also damaging any credibility you may have had in the course. Any acts of academic dishonesty will receive a zero for a grade with no chance of revision and will most likely be turned into your academic dean. You would be better off asking for an extension or turning in an incomplete assignment than cheating.

Please read the complete policies at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp) and [http://www.sfasu.edu/policies/academic-appeals-by-students.pdf](http://www.sfasu.edu/policies/academic-appeals-by-students.pdf).

POINT BREAKDOWN AND GRADE SCALE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal narrative</td>
<td>15%</td>
</tr>
<tr>
<td>Rhetorical analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Movie review</td>
<td>15%</td>
</tr>
<tr>
<td>Persuasive Argument</td>
<td>25%</td>
</tr>
</tbody>
</table>
Final (Timed writing) 15%
Other (daily grades, participation, various assignments) 10%
Total 100%

Missing two major assignments will automatically fail you for the course.
More information on written assignments will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Quizzes will be either short answer, essay format, or a combination of the two. They are given during the first ten minutes of class.

Grade Scale
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

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 Reading and Assignment Calendar
It is your responsibility to keep up with assignments even if you are absent.

16 July: Course introduction; key concepts; First paper prompt
   HW: “On Going Home” by Joan Didion (199) and “How It Feels to Be Colored Me” by Zora Neale Hurston (93)

17 July: Quiz; Discussion; in-class writing
**HW:** “Shooting an Elephant” by George Orwell (128) and “Consider the Lobster” by David Foster Wallace (516); draft of first essay for review

18 July: Discussion; draft review  
**HW:** Essay 1 due 19 July by 11:59 PM on D2L; read “from Behavioral Study of Obedience” by Stanley Milgram (159) and “Disobedience as a Psychological and Moral Problem” by Erich Fromm (handout)

22 July: Analysis lecture and prompt; discussion  
**HW:** “Fear” by Marilynne Robinson (958) and “from Why Be Happy When You Could Be Normal” by Jeanette Winterson (695)

23 July: Discussion  
**HW:** “Generation Why” by Zadie Smith (645), “The Price is Right: What Advertising Does to TV” by Emily Nussbaum (912)

24 July: Discussion  
**HW:** Begin work on draft

25 July: Work on essay draft in class;  
**HW:** Essay due 28 July by 11:59 PM on D2L; read movie reviews (handouts)

29 July: Writing a review; assignment prompt  
**HW:** class notebook assignment

30 July: Discussion  
**HW:** none; come prepared to view film in class (film TBD)

31 July: Watch film  
**HW:** Have a 1.5 to 2-page draft for review

1 Aug: Go over reviews  
**HW:** Movie review due on 2 Aug by 11:59 on D2L

5 Aug: Persuasive argument; split into groups  
**HW:** Bring a one-page proposal of group’s topic

6 Aug: Go over proposals; research; group work  
**HW:** Each group member needs to bring a source relevant to their portion of the argument and be prepared to present on the importance of the source

7 Aug: Discuss sources  
**HW:** 2-page draft for peer review

8 Aug: Peer Review  
**HW:** Revise based on peer feedback; prepare for individual conferences
12 Aug: Individual conferences  
**HW**: Persuasive Essay due by 11:59 PM on D2L

13 Aug: Timed Writing  
**HW**: class notebook response

14 Aug: More timed writing fun  
**HW**: TBD

15 Aug: Final/Timed writing