COVID Rules

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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. 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. College Bulletin, 2016-2017.

In English 131, students study and practice the writing process and the skills of writing with a focus on analytical reading and writing. Students read and write a range of essay types, including expressive, explicatory, analytical, and persuasive. Essay assignments address rhetorical analysis and critical responses to close readings of text. Students in English 131 are required to write a minimum of four formal essays (totaling at least 20 pages) and at least one in-class timed essay.

Text: Lumberjacks Write!: SFA Composition Manual. (Will be provided.)
Grades: Your grade will come from essays, quizzes, and thought blogs. There will be a minimum of 4 essays, at least 10 quizzes, and five email blogs. Essays are 80% of your total grade, and quizzes are 10%, and blogs are 10%.

Essays: Will be at least 4 pages typed, DS, 1 inch margins, 12 point Times New Roman font. Name and Date in top right hand corner, title centered with 1 line above and 1 line below. Indent paragraphs. Staples only! The final version of each essay must also be submitted to the Dropbox in Desire2Learn.

Thought Blogs: Must be a minimum of 500 words. Are due on or before midnight on Wednesdays. Will be submitted through the Desire2Learn email. Grammar and Punctuation Count!

Quizzes: Are in class only. Must be present to take. There is no make-up quiz.

Grade Scale:
A =100-90  B = 89-80  C = 79-70  D = 69-60  F = 59 and below

Grading Method for Essays: Each essay grade will have three components: 50% for content, 25% for organization, and 25% for mechanics and grammar.

Late Work: Ten (10) points will be deducted for each day the essay is late. However, you will earn zero (0) points if you fail to turn in an essay!!

Texting: Students who text during class time will be counted academically absent.

Teacher Evaluation: A double quiz grade will be awarded to all students who complete the teacher evaluation at the end of the semester.

Attendance: The attendance policy for this course is the official SFASU policy as stated at:

Since English 131 is conducted as a workshop that benefits from the cooperation and collaboration of all present, being on time and attending regularly is in your own best interests. The principal reason students fail 131 or receive a low grade is excessive absences. Furthermore, recent studies have shown that academic success is more often tied to students' time in class rather than the time spent studying. Therefore, if you foresee a necessary absence, please tell me beforehand. If you experience an unforeseen absence, notify me as soon afterwards as soon as possible. Notes left for me or messages from classmates are not acceptable. Students may miss three class meetings without their grade being affected. Additional absences will result in a deduction of 5% from the final course grade. In a workshop environment, everyone needs to be present and ready to work at the beginning of the class hour. Students who are late to class three times will be credited with one absence.

Discussions: The nature of this class demands participation. You are expected to talk in class, to ask questions of me and of each other, to offer opinions and comments. Also, everyone is
expected to give courteous attention to whoever is speaking, and to follow the norms of good behavior. Derogatory personal comments or rudeness will not be tolerated.

**Grading Criteria: “What do we value when we read?”**

1. **INTERESTING** - the essay gets our attention; it is descriptive. The presentation, not the topic is most important, any topic can be presented in an interesting fashion.
2. **ORGANIZATION** - the essay flows; it is logical, stays on the topic and does not wander around. Clear topic sentences and the use of transitions; paragraphs follow some organized pattern.
3. **SENTENCES** - the reader is able to understand what is being said; not too many points included in one sentence; a variety of sentence structures; correct punctuation; no rambling or BS.
4. **INTRODUCTION** - the essay has one. Gives the background or history, “sets the stage.” contains a thesis; the reader knows what the essay is about. Catches our attention, “the hook”.
5. **CONCLUSION** - the essay has one. Wraps it up; completes it and ties it all together. If the thesis was a question or the essay proposed various solutions, the conclusion should provide a definite answer; it is dessert-- we are full and satisfied.
6. **PARAGRAPHS** - shows, rather than tells. Develops the idea; describes, uses detail and gives examples. Use analogy to make points clear and interesting.
7. **WRITER** - is sensitive to the reader; language is appropriate to audience. Demonstrates a sense of voice. Displays a sense of humor appropriate to topic.
8. **GRAMMAR & MECHANICS** - are important, especially if they get in the way of clarity.

**What Does The Grade On My Essay Mean?**

**A** – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. 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.
**Punctuation, Spelling, and Mechanical Issues:**
If you are thinking clearly and well, your writing will have fewer errors of these types. This class is much more concerned with your thinking and its display through your writing than it is with the isolated spelling error. Clarity is what is important. Mechanical issues are part of the editing process that should come last. While there is no magic number of mechanical errors that will lower your grade on an essay, your writing must be clear. If mechanical problems intrude on your clarity, your grade will suffer.

**AARC**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

**Academic Integrity:**
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/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

**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/](http://www.sfasu.edu/disabilityservices/).

**General Education Core Curriculum Objectives:**
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 to 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 e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.
English 131 Student Learning Outcomes

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).

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.
Your Reward For Reading To The End.