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.

This course will cover the difference between opinion, summary, analysis, and argument; the importance of grammatical and mechanical correctness; the rhetorical triangle (ethos, pathos, logos—or speaker, audience, message/purpose); how to read critically and recognize rhetorical fallacies; the concepts of academic integrity and the consequences of plagiarism; and MLA style sheet basics such as page formatting and citation.

COVID-19 Adjustments: As is the case with most all classes this fall, this class requires substantial procedural adjustments to deal with COVID-19, some of which are provisional. The adjusted capacity of Ferguson 171 is 12+3, so we will need to be in two groups, A and B. Each group will attend class face-to-face on a rotation: group A on Tuesdays, B on Thursdays. The group not attending F2F will have writing exercises and activities to complete in D2L/Brightspace during the normal class meeting time. When we meet F2F, all participants are required to wear face masks per university requirements.

Note: This arrangement is subject to change if our classroom’s technology is updated (e.g., to allow for Zoom) or for other substantive reasons.

Required Texts:

- Lumberjacks Write (provided)

General Education Core Curriculum: The Texas Higher Education Coordinating Board has identified six core learning objectives: 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. By enrolling in ENGL 1301, you are also enrolling in a Core Curriculum Course that fulfills the Written Communication Skills requirement (to include effective development, interpretation and expression of ideas though written, oral, and visual communication). You will see this course in your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this assignment, the Core Capstone Essay, due 3 December, you will need to submit a copy to your course Dropbox AND to the “Core Curriculum” Dropbox. The Core Curriculum Dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills- Written. Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to this assignment. All other assignments should be submitted according to
regular class operations. If you have any questions, please see your Instructor or contact the Office of Student Learning and Institutional Assessment at (936) 468-1130.

**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).

**Program Learning Outcomes:** As this is a general education core curriculum course, no specific program learning outcomes for this major are addressed in this course.

**Course Requirements:** Four formal essays, a final essay exam, and weekly writing exercises will comprise the course grade:

1. Personal Narrative (700–800 words, 15% of grade)
2. Evaluation (750–850 words, 15% of grade)
3. Rhetorical Analysis (1000–1200 words, 20% of grade)
4. Capstone/Persuasive Argument (1700–2000 words, 25% of grade)

The weekly assignments add up to 10% of the grade, with the final essay exam comprising 15%. More specific information about each of these assignments will be forthcoming. The essays start as drafts that will be peer reviewed electronically in D2L/Brightspace. The final versions should be submitted to the designated D2L/Brightspace dropbox as MS Word files.

**Standard Grading Policy for Written Work:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The composition is mechanically pristine with only the smallest grammatical defects.</td>
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<tr>
<td>B</td>
<td>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 affected by grammatical errors.</td>
</tr>
<tr>
<td>C</td>
<td>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</td>
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inadequate topic development and lack of concrete details, or the writer’s credibility is damaged by multiple grammatical and mechanical errors.

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.

The student turned something in, but it did not fulfill most or any of the assignment’s requirements.

Attendance Policy (6.7): Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester, depending on the nature of the missed work. Late work will be penalized one letter grade per business day of lateness.

Academic Integrity (4.1): 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. 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. Read the policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Acceptable Student Behavior (10.4): 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. 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.

Withheld Grades (5.5): 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.

Title IX: Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or
harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

**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. 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/.

**The Academic Assistance and Resource Center:** The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. It also offers online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit the center on the first floor of the Steen Library, or call 936-468-4108.

**Schedule (subject to change with advance notice)**

NB: Unless otherwise indicated, group A is F2F Tuesday, group B is F2F Thursday (F2F group is highlighted)

**Week 1**
T 25 Aug  
A  Introductions to class. Reading and writing in academic contexts (Norton 1.1–2)  
B  D2L diagnostic writing activity (COVID narrative)  

R 27 Aug  
A  D2L diagnostic writing activity (COVID narrative)  
B  Introductions to class. Reading and writing in academic contexts (Norton 1.1–2)  

**Week 2**
T 1 Sep  
A  Reading and writing (literacy) narratives (Norton sections 3.10, 6.45, 9.61)  
B  D2L reading exercises  

R 3 Sep  
A  D2L reading exercises  
B  Reading and writing (literacy) narratives (Norton sections 3.10, 6.45, 9.61)  

**Week 3**
T 8 Sep  
B  D2L response to Rothman essay  

R 10 Sep  
A  **Personal narrative draft due in discussion.** Peer review  
**Week 4**

**T 15 Sep**
  - Give evaluation essay assignment
- **B** Personal narrative draft due in discussion. Peer review

**R 17 Sep**
- **A** D2L exercise on punctuation/mechanics (Norton P-1–11)
  - Give evaluation essay assignment

**Week 5**

**T 22 Sep**
- **A** Writing as process (Norton 5.31–33). Language (Norton L-1–10)
- **B** D2L exercise on punctuation/mechanics (Norton P-1–11)

**R 24 Sep**
- **A** D2L exercises on evaluation/review
- **B** Writing as process (Norton 5.31–33). Language (Norton L-1–10)

**Week 6**

**T 29 Sep**
- **A** Textual and rhetorical analysis (Norton 2.5–9). Rhetorical analysis assignment given
- **B** D2L exercises on evaluation/review

**R 1 Oct**
- **A** Evaluation draft due in discussion. Peer review
- **B** Textual and rhetorical analysis (Norton 2.5–9). Rhetorical analysis assignment given

**Week 7**

**T 6 Oct**
- **A** Evaluation final due in dropbox. Beginning and Ending and Guiding Your Reader (Norton 6.35–36)
- **B** Evaluation draft due in discussion. Peer review

**R 8 Oct**
- **A** D2L exercise on rhetoric
- **B** Evaluation final due in dropbox. Beginning and Ending and Guiding Your Reader (Norton 6.35–36)

**Week 8**

**T 13 Oct**
- **A** In-class work on rhetorical analysis
- **B** D2L exercise on rhetoric

**R 15 Oct**
- **A** Rhetorical analysis draft due in discussion. Peer review
- **B** In-class work on rhetorical analysis

**Week 9**

**T 20 Oct**
- **A** Rhetorical analysis final due in dropbox. Capstone assignment given
- **B** Rhetorical analysis draft due in discussion. Peer review

**R 22 Oct**
- **A** D2L response to Rothman essay
- **B** Rhetorical analysis final due in dropbox. Capstone assignment given

**Week 10**

**T 27 Oct**
- **A** Argument (Norton 3.13, 6.38, 9.64)
B  TBA

R 29 Oct  A  D2L work on argument and critical thinking
        B  Argument (Norton 3.13, 6.38, 9.64)

Week 11
T 3 Nov   A  Research and MLA style (Norton 7.47–54)
        B  D2L work on argument and critical thinking

R 5 Nov   A  D2L research exercises
        B  Research and MLA style (Norton 7.47–54)

Week 12
T 10 Nov  A  In-class work on capstone essays
        B  D2L research exercises

R 12 Nov  A  D2L MLA format exercises
        B  In-class work on capstone essays

Week 13
T 17 Nov  A  Core Capstone drafts due in D2L dropbox by 5 pm
        B  D2L MLA format exercises

R 19 Nov  A  TBA
        B  Core Capstone drafts due in D2L dropbox by 5 pm

Week 14  (no F2F this week; you will receive my feedback on drafts by 23 Nov)
1 Dec     A&B  Taking essay exams (Norton 6.46)
3 Dec     A&B  Core Capstone final due in D2L dropbox by 5 pm

Final Exam (TBA)