Instructor: Ms. Deborah Bush
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Office Phone: 936-468-1276
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Office Hours: MW 10:00-12:00; F 8:00-8:50
TR 8:00-9:00 and 12:40-1:40
Other times by appointment

Department: English
Main Office: Liberal Arts North 203
Phone: 936-468-2101

Class Meeting Times & Places:
131.011 F176 TR 11:00-12:15

COURSE DESCRIPTION

General Bulletin 2019-2020

Rhetoric and Composition- 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 a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

Credit Hour Justification

ENG 131 “Rhetoric and Composition” (3 credits) meets 3 times each week in 50 minute segments or twice each week in 75 minute segments for 15 weeks, and meets according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of 4 essays with a total page count of at least 15 pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising, and editing writing. Final exams typically include presentations of student writing. These activities average 6 hours of work outside of classroom hours.

General Education Core Curriculum
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, CO1, Communication Skills, CO2, Empirical and Quantitative Skills, Teamwork, CO3, Personal Responsibility, CO4, 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.

**ENGLISH 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:

- 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).

I. REQUIRED MATERIALS

A. Texts
   1. Any Writer’s Reference Guide
   2. Dictionary
   3. Lumberjacks Write: SFA Composition Manual on D2L
The texts are not a suggest, not a recommendation – They Are A Requirement. If you do not have the text in class when we are discussing material from it, you will receive a 0 for participation. Participation book quizzes will be given.

B. Materials
   1. standard, white loose leaf paper
   2. black or blue pen
   3. 2 letter-size two pocket folders

II. COURSE CONTENT

A. Purpose: English 131 is a course designed to improve the student’s ability to:
   1. Read analytically
   2. Write grammatically correct sentences
   3. Write effective paragraphs
   4. Organize a unified essay
   5. Write expository & persuasive essays

B. Tentative Syllabus: The syllabus lists, chronologically, reading assignments that must be completed before class begins, essay assignments, and due dates for essays and major projects as well as the focus of each class. It is the instructor’s objective to follow the syllabus, but the nature of the course requires flexibility. If readings, discussions, or any class work is not completed on the day it is assigned, it will be continued on the next class day. Students will be informed in class of any major changes. It is the student’s responsibility to document, keep up with, and follow through with the changes to the syllabus.

C. D2L: D2L is an extension of the class. It is the student’s responsibility to access the materials on D2L that are assigned in class.

D. Essays:
   Each student will write three major essays.
   Change/ Expressive With Dissonance Due January 30
   Media and Technology/ Ethnography Due February 18
   Proposal/ Persuasive Due April 16
   Out of class essays will be typed using correct MLA format

E. Final Essay:
   Each student will write an essay that is designated the final major essay for the course.
   Movie Analysis Due on Day of Final for Course

F. Group Project: Each student will participate in a group project.
   Group Project Presentation and Folder Due March 5.
G. Drafting: Each student will be given the opportunity to work on his/her essays and project/s in class receiving comments from peers and instructor.

H. Conferences: Each student will conference with the instructor during the drafting process for the essays and project/s assigned in the course.

I. Daily Work: Each student will do daily exercises which include responses, quizzes, prewriting, drafting, and any assignment deemed daily work by instructor. Daily assignments will be made verbally in class, written on the board, as well as recorded in the Daily Work module on D2L. Most assigned daily work is due at the beginning of class. An assignment not turned in when the instructor calls for it will not be accepted later during or after class, nor will assignments be accepted by email. Students will also receive a daily participation grade worth a percentage of the total participation grade for each week. Daily work and participation cannot be made up if missed.

J. Folders: Graded essays with prewriting and drafting materials need to be kept in essay folder.

D2L Technical Support
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

III. GRADERS

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Essays</td>
<td>80%</td>
</tr>
<tr>
<td>Group Project</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>10% 100%</td>
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</tbody>
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Overall grade will be based on a total of 100 points.

A. Determination of Grade:
1. The final grade for each essay is added together and divided by the number of essays. The resulting sum is multiplied by .8 retaining one number past the decimal point.
2. The grades for the individual and group components for the group project are added together and averaged. The resulting sum is multiplied by .1 retaining one number past the decimal point.

3. Daily grades are added together and averaged. The resulting sum is multiplied by .1 retaining one number past the decimal point.

4. The essay average, group project average, and daily average are added together along with extra points for perfect attendance and no tardies. The number past the decimal point is carried if 5 and over or dropped if under 5.

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue
about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

B. 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.

IV. POLICIES

A. Attendance: The attendance policy for this course is the official SFASU policy as stated at: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

1. Regular and punctual attendance is required in this class. Attendance will be taken each class meeting.
2. In accordance with university policy, the instructor will stop accepting work from students who miss over 3 weeks of class, 9 MWF, 6 MW/TR, 3 night classes, or 4 classes in a summer session, regardless of whether absences are excused or unexcused.
   *Students with perfect attendance will have a point added to their final grade.

B. Tardies:

1. Excessive tardies will not be tolerated. For every 3 tardies, a student will receive an unexcused absence. Any student absent more than 9
MWF, 6 MW/TR. 3 night classes, or 4 classes in a summer session will no longer have work accepted by the instructor in accordance with university policy.

2. Students who are tardy 15 minutes or more will be counted absent.
   *Student with no tardies will have one point added to their final grade.

C Disruption:

**Acceptable Student Behavior**

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 (see the Student Conduct Code, policy D-34.1). 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 that is available to help SFA students succeed.

1. Cell phones and other electronics need to be turned off or placed on vibrate. If a student must answer or place a call, he or she may quietly exit the class. When returning to class, do so quietly.
2. Any use of cell phones in class during class time will be treated as an unexcused absence. The student will be asked to leave, marked absent and given a 0 for any class work,
3. Laptop use in class is only allowed for note-taking and working on daily assignments and essays in class when time has been designated for such work. Students using laptops will be required to sit in the back so as not to disturb the nonlaptop users. Any indication that students are using their laptops for non-class related work or functions will result in the student being asked to leave. The student will be given an unexcused absence and a 0 for any class work. The student will also lose the privilege of using a laptop in class.
4. Disruptions of class will not be tolerated. Students who disrupt class will be asked to leave, marked absent, and given a 0 for the day. Disruptive students will not be readmitted until they have a conference with the instructor and if necessary the chairman of the department, assistant dean, and/or the dean of the college.

D. Make-up work:
1. It is University policy to excuse students for certain reasons, including absences resulting from poor health, family emergencies, and student participation in specified University-sponsored events. Students are responsible for providing the instructor with satisfactory documentation for each class missed. Satisfactory documentation includes inclusion in the public listing of University-sponsored events, a letter from the Judicial Office, as well as other authentic documents from court, doctor, etc. However, the standard notes from the University Health Clinic are not considered satisfactory excuses. In addition, verification of excused absence must be given to instructor when the student returns to class or the absence will be recorded as unexcused.

2. Students may make up missed work (major grades only) for excused absences that have been documented. Students with excused absences will have one week from the time that they return to class in a full semester and in a summer session students will have 2 days to make up work. Essays not turned in at the end of the week or 2 days in a summer session will not be accepted. However, any student absent more than 9 MWF, 6 MW/TTH, 3 night classes in a regular semester, or 4 days in a summer session, will not have work accepted by instructor in accordance with university policy.

3. If an essay is turned in later than the beginning of the class period it is due, 10 points will be deducted.

4. Students with unexcused absences will receive a deduction of 10 grade points for each day the essay is late unless the student and instructor agree on a new due before the essay is originally due. Essays over 5 days late in a full semester or 4 days in a summer session (weekends and holidays are counted) will automatically receive a 0.

5. Absence on the due date of a paper is not an excuse for turning in a late paper.

V. ACADEMIC INTEGRITY (A-9.1): Students who turn in an essay or an assignment that is not their work will receive a 0 on the essay or assignment and no makeup will be allowed.

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

VI. SPECIAL NEEDS: Students with special requirements or problems need to contact the instructor immediately.

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/.

**Tentative Syllabus 131.011**

**January**

**Week 1**
- 16 Course Introduction. Discuss policy statement and syllabus. Start grammar review and discussion of writing process.

**Week 2**

- 23 D2L Reading Assignments Module “Life Lessons” and “The Learning Curve.” Bring a copy of each essay to class for class discussion. Discussion of writing a narrative essay with dissonance. The essays from RAM will be discussed focusing on how the authors present experiences that have affected their lives.

**Week 3**
- 28 D2L RAM PHRG “Thinking About Reading and Writing” 22-42. Drafting over Change/Expressive with Dissonance Essay. Students are required to come to class with a rough draft. Students will work in peer groups, as well as conference with instructor.
30 Change/Expressive with Dissonance Due at the beginning of class. Turn essay in, in essay folder with prewriting and rough draft. An electronic copy of the final essay should be in D2L dropbox before class. D2L RAM “Snapchats and Secrets.” Bring a copy to class for discussion. Introduction to Race and/or Culture Ethnographic Essay. Begin discussion of ethnographic assignment. The essays from RAM will be discussed focusing on race and/or culture. Media and Technology Ethnographic Essay Due February 18.

February
Week 4
4 D2L RAM “Games, Not Schools are Teaching Kids to Think” and “How Selfies Became a Global Phenomenon.” Continue with discussion of ethnographic assignment and readings for assignment. Start drafting and individual student conferences.

Week 5
6 D2L RAM “Connectivity and Its Discontents” and “Does the Internet Make You Dumber.” Continue looking at racial/cultural views. Students should be prepared to discuss their essays with the instructor and the class.

11 Drafting over Race/Culture Ethnographic Essay. Students are required to come to class with a rough draft, interviews, and survey. Students will work in peer groups and conference with instructor.

13 Continue drafting over Race/Culture Ethnographic Essay. Students are required to come to class with a rough draft, interviews and, and survey. Students will work in peer groups and conference with instructor.

Week 6
18 Media and Technology Ethnographic Essay Due at the beginning of class. Essay folder should contain final essay, prewriting, rough draft, observations, interviews, and survey. An electronic copy of the final essay only should be in the D2L dropbox before class. Introduction of Gender Rhetorical/Image Analysis Ad Project. The Ad Project is worth 10% of the final grade. Pick groups and discuss ad topics and ad assignment. Assign ad sample response and reading with response, D2L RAM PHRG Visual Argument 76 to 83.

The Ad Project and Group Presentation Due March 5.

20 Ad Project groups should have picked their magazine, and students should have picked their individual ads, be writing their individual ad analysis, as well as be working on their group essay and poster or handout. The class will discuss the sample ads and what elements are important to focus on for their individual ad analysis. Each student will pick a magazine to write an overview response.

Week 7
25 Students will discuss their overview responses during the first half of the class and decide on one to present as a group during the last half of the class. The individual ad analysis for the group project is due.

27 Drafting on Gender Rhetorical/Image Analysis Ad Project. Students need to bring all materials they are working on to receive help from peers and instructor. Ad Project groups should have a complete rough draft or final draft to proof and be putting final touches to poster or handout.

March
Week 8
3 Continue drafting on Gender Rhetorical/Image Analysis Ad Project. Students need to bring all materials they are working on to receive help from peers and instructor. Ad Project groups should be putting final touches on essay, poster, or handout.

4 Mid-Semester.

5 Ad Project Group Presentations. Group essay and other project materials need to be turned in, a folder. One member of the group will send an electronic version of the group essay into the D2L drop box before class.

Week 9
7-15 Spring Break

Week 10
17 Introduction to SFA Proposal/Persuasive Essay. Discussion over the assignment for the SFA Proposal. D2L RAM PHRG “Critical Reading, Thinking, and Argument” 56 to 75. SFA Proposal/Persuasive Essay Due April 16.

19 Begin discussion over proposal topics.

Week 11
24 Continue discussions over proposal topics and development of the structure of proposal. Students need to come to class with a developed list of topics.

26 Examination of the problem/issue. Students will come to class with “roughed out” ideas for the problem/issue section of the proposal for class discussion.

Week 12
31 Examination of the problem/issue. Students need to bring in 2 to 3 credible primary or secondary sources that relate to the issue they will be examining for their proposal.

April
Examination of Solution. Students will come to class with “roughed out” ideas for solution section of the proposal for class discussion.

Week 13
Examination of Solution. Students need to bring in 2 to 3 credible primary or secondary sources that support the solution they are creating for their proposal.

9-12 Easter

Week 14
Drafting over SFA Proposal/Persuasive Essay. Students are required to come to class with a rough draft. Students will work in peer groups, as well as conference with instructor.

16 **SFA Proposal/Persuasive Due.** Essay folder should contain final essay, prewriting, rough draft, interviews, a copy of the survey and survey breakdown, as well as copies of any other sources used in the essay. The folder is due at the beginning of class. An electronic copy of only the essay should be in the D2L drop box before class. Introduction to Movie Analysis. Discuss movie analysis assignment. Begin watching and discussing movie, title to be announced. **Movie Analysis Due on the Day of the Final Exam.**

Week 15
21 Continue watching movie. Discuss movie and essay ideas during last half of class.

23 Continue watching movie. Discuss movie and essay ideas during last half of class.

Week 16
28 Continue watching movie. Discuss movie and essay ideas during last fourth of class.

30 Finish up movie and continue with discussion.

**Finals Week** May 4-8

**Finals to be announced.**