English 131.701 and 131.700
Rhetoric and Composition
Department of English, SFASU

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Other times by appointment

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Class Meeting Times & Places:
131.701 Zoom M-Thurs 10:15-12:10
131.700 Zoom M-Thurs 12:30-2:25

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.

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, 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.

Credit Hour Justification

ENG 131 “Rhetoric and Composition” (3 credits) meets 3 times each week in 50 minute segments or twice a 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 objective 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 Writers Reference Guide
   2. Dictionary
B. Technology
   1. Desktop computer or laptop
   2. Reliable internet connection
   3. Backup plan if internet fails

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 are to 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 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 July 13
   Media and Technology/ Ethnography Due July 20
   Proposal/ Persuasive Due August 3
   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 August 7

F. Group Project: Each student will participate in a group project.
   Group Project Presentation and Essay Due July 27.

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, placed on the News Feed on D2L, as well as recorded in the Daily Work module on D2L. Most assigned daily work is due before the beginning of class in the drop box folder for the assignment. Late assignments will be accepted until 5:00 pm on the day the assignment is due. No daily assignment will be accepted by email to instructor. Daily work cannot be made up.

J. Participation: Students will receive a daily participation grade based on attendance and involvement with the class. Participation cannot be made up.

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. GRADES

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>70%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>10%</td>
</tr>
<tr>
<td>Overall</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 .7, 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 .2, 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.

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 INTERGRITY (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 131.700 and 131.701

July
Week 1
7 Course Introduction. Discuss policy statement and syllabus. Start grammar review and discussion of writing process. Introduction to Change/Expressive with Dissonance Essay. Introduce course and discuss
first major essay, a narrative essay with dissonance. **Change/Expressive Essay with Dissonance Due July 13.**

**All Reading Assignments Are Located on D2L in the Reading Assignments Module**

8  “Introduction: Becoming a Critical Reader,” “Thinking About Writing” Prentice Hall Reference Guide/PHRG 1-22 “Manual Transmission,” “Here’s What It Really Feels Like,” “The Start of Something Real,” and “Spare the Rod and Spoil the Fun.” Discussion of writing a narrative essay with dissonance. The essays from D2L will be discussed focusing on how the authors present experiences that have affected their lives.

9  D2L Reading Assignments Module PHRG “Thinking About Writing” 22-42. Continue with discussions on how experiences affect people’s lives. 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.

**Week 2**

13  **Change/Expressive with Dissonance Due** before class in the essay assignment drop box. Turn essay in, and as separate files, turn in prewriting and rough draft. “When the Internet Thinks It Knows You.” Introduction to Race and/or Culture Ethnographic Essay. Begin discussion of ethnographic assignment. The essay from D2L will be discussed focusing on race and/or culture. **Media and Technology Ethnographic Essay Due July 20.**

14  “Be a Gamer, Save the World” and “TV for Tots.” Continue with discussion of ethnographic assignment and readings for assignment. Start drafting and individual student conferences.

15  “Connectivity and Its Discontent.” Continue looking at media and technology views. Students should be prepared to discuss their essays with the instructor and the class.

16  Drafting over Media and Technology 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.

**Week 3**

20  **Media and Technology Ethnographic Essay Due** before class in the drop box for that essay. Turn in final essay, and as separate files the prewriting, rough draft, observations, interviews, and survey. Introduction
of Ad Project/ Rhetorical Image Analysis. The Ad Project is worth 20% of the final grade. Pick groups and discuss ad topics and ad assignment. **The Ad Project and Group Presentation Due July 27.**

21 Continue work on the **Ad Project** receiving instructor feedback. *PHRG Visual Argument* 76-83.

22 Continue work on the **Ad Project** will receiving instructor feedback. Students need to turn in a copy of their individual ad analysis.

23 Continue work on **Ad Project**.

**Week 4**

27 **Ad Project Presentations. Group Essay over Project Due.** Before class one group member needs to send in the final draft of essay to the **Ad Project** drop box. Each individual group member needs to submit the individual comment sheet in the drop box for comment sheets. **Proposal/Persuasive** Introduction, *PHRG* 56-75. Discussion over the assignment for the SFA Proposal. Begin discussion of topics. **Proposal Due August 12.**

28 Continue discussions over proposal topics and development of the structure of proposal. Students need to come to class with a developed list of topics. Examination of Problem/Issue. Students will also come to class with “roughed out” ideas for the problem/issue section of the proposal for class discussion. Spend second half of the class drafting on **Proposal**.

29 Examination of Solution. Students will come to class with “roughed out” ideas for solution section of the proposal for class discussion. Spend second half of the class drafting on **Proposal**.

30 Drafting over **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.

**August**

**Week 5**

3 **Proposal Due** before class in the drop box for that essay. Turn in final essay and as a separate files turn in prewriting, rough draft, interviews and survey. **Movie Analysis.** Discuss Movie Analysis essay assignment. **Movie Analysis Due August 7.**
Discuss various movies and essay ideas.

Discuss various movies and essay ideas.

Students have finished watching movie of their choice. Discuss the various movies and answer questions over essay assignment.

Movie Analysis Due at time of Final Exam. Essay must be submitted to drop box by end of final exam time period. As separate files, turn in prewriting, and rough draft.