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 as you be held accountable for any violation of the policies.

**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 C or higher to graduate 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 ENGLISH 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).

**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 English 1301 you are also enrolling in a Core Curriculum Course that fulfills the Communication requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>This will be addressed in all four major essays completed throughout the semester.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>This will be addressed in all four major essays completed throughout the semester.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>This will be addressed during group peer review days.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>This will be addressed in Essay Four.</td>
</tr>
</tbody>
</table>
**Required Texts and Materials**

- A notebook, folder, and writing utensil
- Access to digital versions of your drafts – save to your SFA OneDrive
- Any handouts given during the semester

**Course Attendance**

- Attendance is required. For a class that meets three days a week, students are allowed **six** absences without penalty. After six, a student will receive a failing grade.
- 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 Policies**

- Adults make arrangements. All major assignments are due on the date listed on the 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. Assignments that do not follow MLA format will not be graded.
- All major papers must be submitted on D2L via the appropriate dropbox as a Word or PDF file. Essays that are not in the proper file format will be considered late and receive a letter grade deduction per day. Do not share your paper with me through Google Docs. Do not email me your paper. If you do not submit your paper in the proper file format, I will not grade your paper until it is the correct document type.
- I expect students to actively participate and to come prepared.
- SFA email is an official form of communication, and I highly recommend you check your school email at least once a day. Often many of the issues confronting students can be resolved through communication. I am happy to help all my students; however, if you wait until the last minute to email me a problem or concern with an assignment, I may not be able to respond in time to help.
- 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 do so.

- 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.

**Point Breakdown and Grade Scale**

- Personal Narrative 20%
- Rhetorical Analysis 20%
- Literary Analysis 20%
- Review/Evaluation 25%
- Daily Grades 15%
- 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 formats, 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

**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.

**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/student-academic-dishonesty-4.1.pdf

WITHHELD GRADES SEMESTER GRADES POLICY (5.5)

Last updated by the SFA Core Curriculum Committee April 2021.

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/.

MENTAL HEALTH AND WELLNESS

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
936.468.2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
**FALL 2021 ENGLISH 1301 READING CALENDAR**

Dates indicate the day the assigned reading is due. All readings are provided by the instructor.

**Unit 1 – Personal Narrative**

8/31: “Shame” by Dick Gregory

9/1: “I Just Wanna Be Average” by Mike Rose

9/3: “On Going Home” by Joan Didion

9/6: “Shooting an Elephant” by George Orwell

9/17: Personal Narrative final draft due on D2L by 11:59 PM

**Unit 2 – Rhetorical Analysis**

9/22: “The View of Mrs. Thompson’s” by David Foster Wallace

9/24: “Letter from a Birmingham Jail” by Martin Luther King, Jr.

9/27: “Eating Animals” by Jonathan Safron Foer

9/29: “Consider the Lobster” by David Foster Wallace

10/1: “The Female Body” by Margaret Atwood

10/4: “Is Google Making Us Stupid” by Nicholas Carr

10/15: Rhetorical Analysis final draft due on D2L by 11:59 PM

**Unit 3 – Literary Analysis**

10/20: “Barn Burning” by William Faulkner

10/22: “The Dead” by James Joyce

10/25: “Sweat” by Zora Neale Hurston

10/27: “Story of an Hour” by Kate Chopin

10/29: TBD

11/12: Literary Analysis final draft due on D2L by 11:59 PM
Unit 4 – Writing a Review/Evaluation

11/15 – 11/19: Examples of professional reviews to be selected

11/20 – 11/28: Thanksgiving Break

11/29 – 12/1: Individual Conferences

12/3: Review/Evaluation final draft due on D2L by 11:59 PM