

July 19, 2013

1. College: **College of Liberal and Applied Arts**
2. Department: **English**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **ENG 131**
5. Course title: **Rhetoric and Composition**
6. Course catalog 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 ENG 133H. Must earn a grade of C or higher to be admitted to ENG 132.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **2000**
9. Course prerequisites and/or required qualifications for enrolling in the class:
Prerequisite: acceptable THEA score or at least a C in ENG 099.
10. Course **is/will be** available online.
11. Foundational Component Area: **Communication Writing**
12. Explain why this course fits into this foundation component area: **In ENG 131, Rhetoric and Composition, students learn how to communicate their ideas effectively, through appropriate and competent sentence-level skills, the formulation of coherent paragraphs, and the composing of unified and organized essays that serve to articulate points of view well to a variety of audiences. Consistent with the guidelines from the Council of Writing Program Administrators, ENG 131 teaches writing literacy by teaching students to “focus on a purpose, respond to the needs of different audiences, respond appropriately to different kinds of rhetorical situations, use conventions of format and structure appropriate to the rhetorical situation, adopt appropriate voice, tone, and level of formality, understand how genres shape reading and writing, and write in several genres.” In ENG 131, the following four Core Objectives must be met: Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility.**
13. Core Objectives
 - Critical Thinking - Students will be instructed in elements of critical thinking such as creative thinking, innovation, and inquiry, and in analysis, evaluation, and synthesis of information. In ENG 131, students make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret, and synthesize their findings resultant from these critical engagements into well-developed essays evidencing the student’s command of effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos). The instruction in ENG 131 will take place by means of lecture, assigned readings, and instructor input during class discussions which model for students how to express and respect diverse points of view. Each student’s mastery of Critical Thinking will be demonstrated by means of a culminating Course

Capstone Essay in which students will be asked to respond critically or analytically to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words.

- Communication Skills - In ENG 131, students will be instructed in elements of communication skills, such as effective development, interpretation and expression of ideas through written, oral and visual communication. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Instructors provide students models, examples, and explanations about writing processes that help them to create coherent, well-developed, well-organized and unified discussions inclusive of personal, expository, and persuasive writing methodologies. Students will write several assignments or essays throughout the semester. Each student's mastery of Communication Skills will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words; this written assignment will demonstrate appropriate organization, clarity, development of ideas, and appropriate levels of writing competency.
- Teamwork - In ENG 131, students will acquire teamwork skills, including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Teamwork activities may include peer review processes and small group work, collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience in ENG 131, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for course submission. Each student's mastery of teamwork will be demonstrated by means of a Course Capstone Essay in which students will be asked to collaborate in a response to a writing prompt derived either from an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words.
- Personal Responsibility - In ENG 131, students will be instructed in elements of Personal Responsibility, such as the ability to connect choices, actions and consequences to ethical decision-making. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. In ENG 131, students have occasion to study and experience human dynamics and interrelationships as these pertain to the ethical and logical presentation of supports to claims and to effective communication to diverse audiences. Students will learn that writing well includes making choices that involve complex moralities, ethics, and psychological, spiritual, and intellectual valuations, and that acts of writing bear with them consequences. Each student's mastery of Personal Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words; this assignment will ask students to respond to the

moral or ethical issues presented by the prompt, including such considerations as personal acts, obligations, or responsibilities.

Contact person for questions about this submission:

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