

English 133H XXX
Composition and Rhetoric: Exposition and Argument
SAMPLE SYLLABUS
Department of English, SFASU

Professor: TBA
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Office Hours: TBA
Meeting Times and Location: TBA

Description:

“Intensive study and application of academic writing with a focus on analytical reading and writing. Essay assignments that address rhetorical analysis, argumentative writing and the incorporation of research.” Prerequisite: 28 or above on ACT or 580 or above on SAT. Not open to students who have credit in English 131. *College Bulletin*, 2012-2013.

Additional Information *(this is an example and may vary as per the discretion of the instructor):

English 133H is an honors course that provides students intensive study and practice in analytic reading and writing, argument, and research methods. ENG 133H requires students to write a minimum of four formal essays in a range of forms, from analytic to persuasive, or three formal essays and an annotated bibliography. The final paper for the class is a research paper. Students will also learn to incorporate primary and secondary sources into their work according to the rules of MLA style. The total page count for formal writing assignments must be at least 22 pages for the semester.

This year, English 133 will consider perspectives on culture and community. Many of our readings and our assignments will ask students to think and write critically about various viewpoints on urban, suburban, rural, and global communities. Whether in contrast to each other or as topics by themselves, communities are subjects that we can view theoretically, practically, and creatively through a myriad of lenses. Students will explore this broad theme using a range of approaches or methodologies. The course will culminate with each student studying, researching, and writing about a current or past community using primary and secondary research techniques.

General Education Core Curriculum Objectives:

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. **Critical Thinking:** Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills:** Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Teamwork:** The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility:** The ability to connect choices, actions and consequences to ethical decision-making.

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 133H:

ENG 133H learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses 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. Written assignments will evidence the students' command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos). In ENG 133H, students will be required to write an argument essay supported by research into the topic.
2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas. The culminating essay in ENG 133H will be an argumentative, research-based essay.
3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work,

students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, 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 submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

Required Texts and Materials:

****(This is a sample entry; other texts may be used as per instructor discretion):

1. *Lumberjacks Write* (to be supplied by the English Department)
2. *What It Takes: Writing in College* by Laurence Behrens and Leonard J. Rosen.*
3. *It Takes a Village Idiot* by Jim Mullen*
4. *Prentice Hall Reference Guide* edited by Muriel Harris (preferably the 6th edition)*

Course Requirements: ****(This is a sample entry; specific requirements may be made as per instructor discretion; please note the inclusion of the Capstone Assignment)

All writing assignments done outside of class must be typed and stapled in the top left corner. All students will be graded on their ability to (1) Achieve the goal of that assignment (2) Efficiently and effectively communicate (3) Properly format the work and (4) Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

All major assignments (Diagnostic, analysis, synthesis/argument, and research paper) will be submitted to a turn-it-in box on blackboard and graded electronically. Materials for the major assignment will be turned in during class. We will go over the procedure for doing so when necessary.

Assignments

The assignments and grades for this course will be weighted as follows:

Personal Narrative	TBD
Rhetorical Analysis	TBD
Book Review	TBD

Argument	TBD
Research Plan	TBD
Research Paper	TBD
Final exam	TBD
Homework	TBD

******Course Capstone Assignment TBD**

Below is a brief description of the major assignments, daily work, portfolio, and final exam. I will provide more complete descriptions of assignments as we go through the semester.

PERSONAL NARRATIVE

This assignment requires you to write a detailed 3-4 page personal narrative of a significant experience that you have had in relation to urban and/or rural life.

RHETORICAL ANALYSIS

This assignment requires you to write a detailed 4-5 page rhetorical analysis of a magazine and its target audience.

BOOK REVIEW

This assignment requires you to write a detailed 4-5 page evaluation of *It Takes a Village Idiot*. Your review should preview and evaluate the book in a way that is both entertaining and informative for prospective readers.

PROPOSAL

The argument will consist of an 8-10 page collaborative essay in response to recent public claims about some learning loss among American students. You will work with a partner on this essay.

RESEARCH PAPER

The targeted academic argument will consist of an 8-10 page research paper of your own design, written to a specific audience, and focused on some aspect of community.

HOMEWORK

This is the average of all of your graded homework and in-class work completed throughout the semester.

FINAL EXAM

The final exam will consist of an in-class essay responding to Part 1 of the John Adams mini-series. This essay will serve as a demonstration of the skills and types of writing you have practiced this semester.

******* Students will write a course capstone essay in which students will be asked to develop a professional document of no fewer than 500 words that exhibits an understanding of core objectives as determined by the core assessment schedule; students will be assessed based on their use of critical thinking skills; grammar, vocabulary, and written style and effectiveness; teamwork; or, the effect of personal choices.**

Your running points/grade will be available on D2L (<http://d2l.sfasu.edu>); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned: Scale TBD by individual instructor.

****Individual faculty members determine the number of exams and structure of exams, written assignments, and so on in specific sections of the course. Above is an example of how a faculty member might structure the course materials.

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). Exams may include M/C, short answer, and essay formats.

Grade Criteria:

Overall, your grade will be based on a total of TBD points. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

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.

Formatting Guidelines

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be

- Typed, using a standard, readable font, such as Times 12 point

- Printed (unless specified otherwise).
- Double-spaced.
- Follow MLA Guidelines for page formatting, headings, citations, etc.

AARC

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.

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.

In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence's excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

****Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

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 available to help SFA students succeed.

Academic Integrity (A-9.1):

Academic integrity is the 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. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Policy (A-54):

The following is taken from SFASU's Policy Manual (2012), "Semester Grades Policy" (A-54).

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 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/>.

Course Calendar:

****This schedule and content will vary from instructor to instructor; this should be regarded as an example only:

The following schedule is tentative. No due dates will be moved up, and I'll try to keep changes to a minimum. The "assignments" file on D2L is always the authoritative source for assignments and due dates. Check here often. Daily work will be announced in class and listed on the "Assignments" file.

Reading homework will be announced on a weekly basis. Changes may be necessary as the course proceeds. I will notify you of any change in writing. All assignments and PDF files will be posted in the Unit folders on our course Blackboard page.

UNIT ONE

Weeks 1-3

Introduction

PERSONAL NARRATIVE UNIT. Community writing prompt.

Discuss sample essay 1. Response Paragraph due.

Personal Narrative – Draft due. Discuss sample essay 2.

Personal Narrative – Final due. SUMMARY & ANALYSIS UNIT. Discuss Chapter 1 of What it Takes.

STUDENTS MEET OBJECTIVES 1, 2, 3, and 4 in this Unit

UNIT TWO

Weeks 4-7

Discuss What Haiti Needs article. Summary Paragraph due. .

Introduce Rhetorical Analysis. Find a magazine with book reviews.

Discuss Rhetorical Analysis Assignment. Bring the magazine to class

Discuss It Takes A Village Idiot, p. 1-51. Paragraph on the narrator.

Rhetorical Analysis – Draft due.

Discuss It Takes A Village Idiot, p. 51-109. Paragraph on language, diction, and figures.

Rhetorical Analysis – Final due. EVALUATION UNIT

Discuss It Takes A Village Idiot, p. 109-160 and chapter 2 of What It Takes. Paragraph on provincialism.

STUDENTS MEET OBJECTIVES 1, 2, and 4 in this Unit

UNIT THREE

Weeks 8-11

Book Review – Draft due. Discuss It Takes A Village Idiot, p. 160-215.

Conferences.

Book Review – Final due. ARGUMENT UNIT. Introduce Collaborative Argument assignment. Discuss article on Summer Slide.

Discuss synthesis argument and chapter 3 in What It Takes.

Computer Lab week – working in groups.

Argument due. RESEARCH UNIT. Discuss chapter 4 in What It Takes.

Introduce Research assignment.

Discuss Primary and Secondary Research

STUDENTS MEET OBJECTIVES 1, 2, 3, and 4 in this Unit

UNIT FOUR

Weeks 12-16

Discuss Annotated Bibliographies.

Library day.

Annotation due.

Research plan due. MLA Workshop.

Discuss Visual Rhetoric.

*****COURSE CAPSTONE ESSAY DUE and must be uploaded to D2L; the focus of the assignment will be aligned to the scheduled Core Objective to be assessed, relative to critical thinking, communication, teamwork, or personal responsibility.**

Research Paper – Draft due. Bring two copies: one for peer review and one to turn in. Watch film.

Research Paper Final due. Final exam

STUDENTS MEET OBJECTIVES 1, 2, 3, and 4 in this Unit