English 131.010 (8:00-8:50) MWF (F. 176)
Tentative Course Calendar

Essay I: *Narration w/Dissonance*

01/20: Course Introduction; Policy
01/22: In-Class Exercise

01/25: Ch. 2 & 14 St. M’s
01/27: Ch. 2, 14, & 15 St. M’s
01/30: Ch. 2, 14, & 15 St. M’s
02/01: In-Class Writing
02/03: In-Class Writing
02/05: In-Class Writing
02/08: Draft I Essay I Due
02/10: Work on Essay I
02/12: Work on Essay I

Essay II: *Profile*

02/15: *Essay I Due*; Ch. 3, 23, & 24 St. M’s
02/17: Ch. 3, 23, & 24 St. M’s
02/19: Ch. 3, 23, & 24 St. M’s
02/22: In-Class Exercises; Field Research
02/24: In-Class Exercises; Field Research
02/26: In-Class Exercises; Field Research
02/29: Draft I Essay II Due
03/02: Work on Essay II
03/04: Work on Essay II
03/06: Work on Essay II
03/09: *Essay II Due*; In-Class Exercises
03/11: In-Class Exercises

03/14: Spring Break
03/16: Spring Break
03/18: Spring Break

Essay III: *Evaluation*

03/21: Ch. 8 & 19 St. M’s
03/23: Ch. 8 & 19 St. M’s
03/25: Easter Holiday
03/28: No Class
03/30: In-Class Writing
04/01: In-Class Writing
04/04: Draft I Essay III Due
04/06: Work on Essay III
04/08: Work on Essay III
Essay IV: Critical/Analytical

04/11: Essay III Due; Ch. 10 St. M’s
04/13: Ch. 10 St. M’s
04/15: Ch. 10 St. M’s
04/18: In-Class Exercises
04/20: In-Class Exercises
04/22: In-Class Exercises
04/25: In-Class Writing
04/27: In-Class Writing
04/29: In-Class Writing
05/02: Draft I Essay IV Due
05/04: Work on Essay IV
05/06: Essay IV Due

05/09: Final (8:00-10:00): Essay IV Returned; Turn in Revisions; In-Class Exercise
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. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

COURSE OUTCOMES

General Education Core Curriculum Objectives:
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 may be assessed. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<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>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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English 131 Learning Outcomes

Upon successful completion of English 131, the student should have:

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).

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.

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 readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

Required Work

- Four Essays. 85%: Over the course of the semester, students will write four (4) three- to- five typed, double-spaced (MLA formatted) essays. Students will engage in the writing process, which involves their writing a series of drafts, the goal being a unified, coherent, well-developed essay. To reach that goal, students will revise throughout the process, meaning that they will add examples and details, rethink unclear information and the draft’s organization. And last, students will edit the final version for grammatical, spelling, and punctuation errors. The final draft and everything leading to it will be placed in a folder (with inside pockets) and turned in to the instructor on essay due dates. Points will be deducted for sloppiness, for failure/refusal to follow instructions, and for missing folder elements. *Pencil-written and/or sloppy work will not be accepted*

  Essay I: 20%  
  Essay II: 20%  
  Essay III: 20%  
  Essay IV: 25%

  A typed, MLA formatted draft will be completed outside of class.

- All essays must be submitted to turnitin.com by their due dates. Ten (10) points per day, beginning with the due date, will be deducted from each tardy turnitin.com submission.

Grading Standard: The instructor will use a numerical system of grading (0-100). Grades will be based upon the above criteria, and upon the specific criteria of individual assignments.

A (excellent performance): 90-100.  
B (above average performance): 80-89.  
C (average performance): 70-79.  
F (failure): 0-59.

Daily Work. 15%: Homework and in-class writings will be periodically assigned, and students should expect quizzes (“opportunities”) over lecture and assigned textbook material. Remember that tardy students may not make up missed quizzes (see policy below). To continue, students will receive daily grades for essay drafts, and for revisions and corrections (each counted thrice) of all essay sentence-level errors.

Attendance Policy

Excused vs. Unexcused Absences: Regular attendance is essential for students to receive the maximum effect of each class meeting, during which students will spend much time discussing essay topics, exchanging ideas, and responding to each other’s work. Those who are not present will reflect that fact in their work. Remember: To be excused, all absences must be documented and presented to the instructor immediately upon the student’s return to class. Excused absences include illness (which requires a doctor’s visit and a note from the doctor), a death in the family (which also must be documented by the student), or university-sponsored activities (which must be documented by the organization sponsoring the activity). Students should make sure that the dates on their documentation correspond with the days that they missed class. Whether or not an absence is excused, any work or assignment missed is the responsibility of the student, not the instructor. Students alone are responsible for their attendance; those with excessive unexcused absences will not confront the instructor at the semester’s end with vague or militant arguments about those absences. Instead, they will make appointments during dead week to politely and rationally discuss them with the instructor. The best policy is to be concerned for the entire semester, rather than only at the end.
Unexcused Absence Penalty: Beginning with three (3) unexcused absences, the instructor will subtract one (1) point from those students’ final averages for each violation.

Academic Absences: Students who come to class without textbooks, essay drafts, and any other required course work and/or materials; who sleep or disrupt in any way; who play with their cell phones; who sit with nothing on their desks; or who surf the web or visit non-academic, social networking websites, will be counted academically absent for the day, and the instructor will subtract one (1) point from their final averages for each violation. Furthermore, cell phones must be silenced during class.

Tardiness: Remember: Five (5) tardies equal one (1) unexcused absence. Tardy students often miss important quizzes (also given near the beginning of class) that they will not be allowed to make up, and they disrupt the class. The instructor checks roll near the beginning of class, and anyone not present at that time will receive an unexcused absence. If tardy students are concerned about their number of unexcused absences, they will remind the instructor after that particular class that they came in late so he can make appropriate roll sheet adjustments. Students alone are responsible for being punctual; they will not approach the instructor days or weeks later or at the semester’s end with vague or militant arguments about times that they failed to remind him of their tardiness. Students must politely prove that they were in class on those particular days. Obviously, the best policy is to come to class on time.

Late Work: Decisions about whether or not late work will be accepted will be made at the instructor’s discretion. Normally, if work is late due to unexcused absence, the instructor subtracts ten (10) points for each calendar day, beginning with the due date. Students who are concerned about their grades will approach the instructor promptly in a polite, rational manner. Last, the instructor will accept no work, either early, late, or on time, that does not pass directly from the student’s had to his, unless prior arrangements have been made.

End-of-Semester Essay Resubmissions: At the semester’s end, students with no more than one (1) unexcused absence may submit revised versions of any or all of the first three (3) essays; students with no more than two (2) unexcused absence may submit revised versions of up to two (2) of the first three essays; students with no more than three (3) unexcused absences may submit revised versions of any one (1) of the first three (3) essays; and students with four (4) or more unexcused absences may submit zero (0) revision

Plagiarism

Plagiarism, a serious violation of departmental and university policies that occurs when writers use someone else’s work or other published information as if it were their own, will not be tolerated. The instructor understands that many students lack experience with quoting, summarizing, and paraphrasing and intends to teach students how to do so. However, he is also aware that some students occasionally turn in copied (both partially or completely), stolen, downloaded, and/or published works. Those academically dishonest people will receive zeroes as grades for plagiarized work, and they risk academic probation and/or suspension. The instructor keeps careful records; each instance of plagiarism is carefully documented, signed by both the students and the instructor and sent to the Dean of Liberal Arts.

Required Texts
Wooten, Courtney Adams. Lumberjacks Write. SFASU: 2015. Print

Miscellaneous
Supplies: Pens with blue or black ink; plenty of college ruled notebook paper; two (2) folders with inside pockets; storage devices saving work.

Cell Phones: All cell phones must be turned off or silenced during class. See “Academic Absences” above.

Special Needs: Students with special needs or concerns should speak privately with the instructor immediately.