English 131.016  
Spring 2016  
Rhetoric and Composition  
Department of English, SFASU  
Professor: Mr. Milstead  
E-mail: atmilstead@sfasu.edu  
Office Phone: 468-2427  
Office: F 286  

Office Hours: TR 9:15-11:00 3:15-4:00  
Meeting Times and Location: 2:00-3:15 LA 181  

Description:  
ENG 131, 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 at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.”  

In English 131, students study and practice the writing process and the skills of writing with a focus on analytical reading and writing. Students read and write a range of essay types, including expressive, explicatory, analytical, and persuasive. Essay assignments address rhetorical analysis and critical responses to close readings of text. Students in English 131 are required to write a minimum of four formal essays (totaling at least 15 pages) and at least one in-class timed essay.  

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 131:**

ENG 131 learning outcomes are the goals that students must meet as part of the Freshman Composition 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).

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 Texts and Materials:**
*A spiral notebook for your journal entries.*

**Grading Weights:**
Essay 1: Personal Narrative (3-4 Pages) 15%
Essay 2: Ethnographic (5-7 Pages) 15%
Essay 3: Review (2-3 Pages) 15%
Essay 4: Rhetorical Analysis/Capstone (5-6 Pages) 25%
Daily (Journal, In-Class Participation): 5%
Daily Quizzes: 15%
Final Exam (Timed Writing: 3-5 pages) 10%
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.

Students will write a course capstone essay in which students will be asked to develop a professional document 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.

**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.

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](http://www.sfasu.edu/policies/academic_integrity.asp).

**Withheld 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/](http://www.sfasu.edu/disabilityservices/).

**English 131**

**Course Schedule**

This gives you a general idea of the material we will be covering during the semester. There will be some days where we are able to cover more ground than anticipated and others where we may need to focus longer on some elements (such as grammar or revision). In other words this schedule is not concrete and may change according to need; therefore, if you are absent and unsure what you have missed please remember to consult your in-class partner. As the semester goes on the schedule will become more fluid as each class defines its own strengths and weaknesses. I will give you your homework assignments each day in class and if you are absent then you are responsible for contacting your partner in order to determine what you have missed (do not contact me for this information).

**Unit One: Personal Narrative Essay**

**Week 1**

January 19th: Review of Syllabus/Introduction to the course/Student Specializations/
January 21st: Essay on Crappy First Drafts/Discuss potential writing issues Homework: Read Chapter One

**Week 2**

January 26th: Cover Chapter One and do various journals/Homework Read Chapter Two
January 28th: First Essay Assignment/Cover Chapter Two/Homework: Complete your Prezis

**Week 3**

February 2nd: Cover the first 10 Prezis
February 4th: Cover the last 10 Prezis/Homework read Chapter Three

**Week 4**

February 9th: Cover Chapter Three/Homework: Complete your essays
February 11th: Read a student essay from last semester/Go over all of the expectations and potential pitfalls

**Week 5**

February 16th: Peer Review. In order to get credit completed essay meets page length and is in MLA format for the 10% credit/All or Nothing)

**Unit Two: Ethnographic Essay**
February 18th: The first essay must be submitted through Turnitin (D2L) and Livetext before class begins. If it is improperly submitted you lose 10% for each day it is late (including the weekend)/divide the class into groups/Second Essay Assignment/Homework: Each group must write a pitch that is typed and formatted according to MLA.

**Week 6**
February 23rd: Read Pitches for Ethnographic essays group by group.
February 25th: Discuss Are Bronies Changing the Idea of Masculinity? video and discussion/compare to Juggaloos

**Week 7**
March 1st: Video on plagiarism. Discuss in text citations and works cited in detail.
HW: Work on Prezis and Essay.
March 3rd: Watch a prior student Prezi. Watch video on an ethnographic group.
HW: Work on Prezis and Essay. Bring the opening paragraph/hook to class.

**Week 8**
March 8th: Discuss the opening paragraphs. Allow class time for group work.
HW: Finish Prezis.
March 10th: Present the Prezis
HW: Hopefully you have finished the essay and can just go have a relaxed time. Essay must be turned in before class begins after spring break (or it loses 10%) and you will be evaluating yourself and your peers the next class period.

**WEEK 9 SPRING BREAK**

**WEEK 10**
March 22nd: Peer and self-evaluation for the second essay.
HW: Begin to think about your next essay.

**EASTER**

**WEEK 11**
March 29th: All essays will be read and evaluated by the other classes.
Unit Three: Review
Discuss 3rd essay. Homework: Bring a typed thesis to class.
March 31st: March 31st: Discuss each thesis and as a class work on them.

**WEEK 12**
April 5th: Discuss each thesis and opening hook as a class work on them.
HW: 8 students prepare to read their reviews. (It must be turned in through D2l before you can read it aloud in class. Bring a hard copy to read in class).
April 7th: 8 Students read their reviews.
HW: 8 students prepare to read their reviews. (It must be turned in through D2l before you can read it aloud in class. Bring a hard copy to read in class).

**WEEK 13**
April 12th: 8 Students read their reviews.
HW: The rest of the students prepare to read their reviews.
April 14th: The rest of the class reads their reviews.

**Unit Four: Rhetorical Analysis/Capstone**
Discuss the requirements for the final essay. Discuss Classical argument style. Schedule Week 14 meeting with Mr. Milstead.
HW: Read Essay on Rape Culture.

**WEEK 14**
April 19th-21st: Meeting with Mr. Milstead to work on final essay/Bring essays to class for Peer Review for Week 15

**WEEK 15**

April 26th: Peer Review

April 28th: Classes cancelled with open office hours to discuss any final preparations on the final essay.

HW: Have final essay turned in before the next class begins.

**WEEK 16**

May 3rd-May 5th: Dead Week Watch documentary in preparation for Final Exam.

**WEEK 17 FINAL EXAMINATION**