English 131.003
Composition and Rhetoric

Instructor: Kay Winfield
Class Hours: MWF 1-1:50 PM
Classroom: FERG 183 - We may occasionally meet in the Library or elsewhere. Such meetings will be announced in advance.
Office: LAN 244
Phone: 468-2226 (cannot return long distance calls - I prefer email)
Email: porterkl@sfasu.edu (class and section number in subject line). I prefer that you email me through D2L.
Office Hours: MW 8-9 a.m., 2-3:30 p.m., and by appointment

Course 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.” College Bulletin, 2012-2013.

This section of 131 focuses on the theme of “Choices” and how people handle the results of their choices. The novels, Submergence and Harry Potter and the Sorcerer’s Stone, focuses on choice—specifically, the fact that above all else, the choices that the characters make determine what happens in their lives. With this theme in mind, we will complete four units of study. In Unit 1, the student will examine a selected section of each novel and summarize the choices made and where that takes the narrative. For Unit 2, the student will analyze what choices they would make in a dystopian society by analyzing the rhetorical appeals of a faction system. Unit 3 will introduce synthesis with the student reading the argument “Against YA”, the critic’s responses to the article, and formulating their own response. In the last unit, the student will continue their study of synthesis by writing an argument synthesis that examines what choices make someone “good”.

Caution / Disclaimer: This course uses videos, images, and subject matter that may be graphic, violent, or controversial. If this ever becomes a problem, please come see me.

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.

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.

LiveText Addendum to Syllabus
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. 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>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</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>All Assignments</td>
<td></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>All Assignments</td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>All Assignments</td>
<td></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>All Assignments</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>All Assignments</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural</td>
<td>All Assignments</td>
<td></td>
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</tbody>
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competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Required Texts and Materials

*Harry Potter and the Sorcerer’s Stone* – J.K. Rowling  
*Submergence* – J.M. Ledgard  
*The Practical Handbook for Writers 7th edition* – Gerald J. Schiffhorst & Donald Pharr  
*Lumberjacks Write!* Fourth edition (provided)

A reliable way to store and transfer files (preferably a USB/Flashdrive)  
A two-pocket folder  
Enough money for the rhetorical analysis group project and rough draft print-outs

Internet use is a requirement for this course. Assignments will be posted to D2L, and students will turn in final drafts via the DropBox in D2L. Lack of technology at home is no excuse for not turning in an assignment on time. If you do not have the resources at home, please take this opportunity to make use of the technology in the library that you pay for with your tuition.

Accommodations for 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. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Course Policies

Acceptable Student Behavior

As stated in Student Conduct Code, policy D-34.1, “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. 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 that is available to help SFA students succeed.”
Attendance and Absences
You are expected to attend every meeting having done the assigned work and being ready to respond to the required readings. In this class, you are allowed three absences with no penalty. **Missing more than three classes will result in your final grade being dropped five points for every day that you are absent.** Please keep an eye on your absences. Regardless of the reason for your absence, you are responsible for all information and work covered in class. Due to the fast pace of the class, any quizzes and daily work missed cannot be made up without discussing the absence with me (preferably in advance) and will be done at my discretion.

Be on time to class. If you are not there when I take attendance at the beginning of class, you will be considered tardy. If you come in after I take attendance, it is your responsibility to make sure, at the end of class, that I have counted you there for the day. Because coming in to a class late can disrupt the learning environment, two tardies will count as an absence.

Participation
Bring your relevant books to each class. Turn off cell phones, iPods, and anything else that makes noise. **I do not even want to see your cell phone during class.** If your cell phone rings or is visible, you will be asked to leave and counted absent for the day. No laptops should be visible without my consent. Days where you will be encouraged to use technology (such as research days) will be announced in advance. If your behavior in class becomes disruptive, I will ask you to leave. I understand that you have very late nights sometimes, but if you are sleeping in class more than twice, I will start counting you absent.

Late Papers
Major papers turned in after the beginning of the class period on which they are due will be considered late, and will have one full letter grade (10 percentage points) deducted from their final grade. Another full letter grade will be deducted for each day that passes after the due date. The easiest way to receive a very poor grade in this course is to turn things in late. If you know that you must turn something in late, and you have a reason, arrange it with me in advance.

Email and Electronic Resources
Correspondence relating to this course must be sent to my SFASU email or D2L. The subject line must be the class number and section. I may not respond to emails with any other subject line, especially if they resemble spam. I never accept assignments by email unless I’ve solicited them, and unasked-for email attachments will not be opened.

Plagiarism and Cheating
I take plagiarism very seriously. According to SFASU Policies and Procedures:
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. If a student paper is found to have plagiarized passages, I will meet with the student, investigate the case, and decide on a suitable course of action, which may include an unrevisable 0 on the paper, an F in the course, and an Academic Dishonesty Form filed with the Dean of the plagiarizing student’s college. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately.

**Assignments**
The assignments and values for this course will be as follows:

- Daily work & Participation.......................................................... ........10%
- Summary .........................................................................................10%
  - (Summary #1 40%, Portfolio #1 10%, Summary #2 40%, Portfolio #2 10%)
- Rhetorical analysis ...........................................................................20%
  - (RA Presentation 30%, Peer Review 10%, Portfolio 10%, Essay 50%)
- Capstone Assignment......................................................................20%
  - (Peer Review 10%, Portfolio 10%, Essay 80%)
- YA Synthesis.......................................................................................20%
  - (Peer Review 10%, Portfolio 10%, Essay 80%)
- Hero Arg. Synthesis ............................................................................20%
  - (Peer Review 10%, Portfolio 10%, Essay 80%)

**Grading Scale**
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.

I will provide detailed descriptions of each assignment; for now, here are some general notes:

- All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American) and MLA guidelines.
• Failing to meet the minimum page count for any draft will earn you a “0” for the assignment. If the assignment is 4-5 pages, then that means that the assignment must be AT LEAST 4 FULL PAGES, not three pages and a half.

• All final drafts must be submitted through D2L. Papers are due by the time class starts. Any papers received after that time is considered late.

• Except for your portfolio, all major assignments will be submitted electronically. Daily work, homework, and timed writings will be submitted on paper.

• I generally grade and return major assignments before the next major assignment is due.

• All major assignments must be completed in order to pass this course.

NOTE: If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

Withheld Grades - Semester Grades Policy (A-54)
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.

Tentative Class Schedule (subject to change)

Weeks 1-2: Unit 1- Summary
Week 3: End Unit 1, Begin Unit 2 – Rhetorical Analysis
Weeks 4-6: Unit 2
Weeks 7-8: Unit 3 Synthesis with Capstone Assignment
Weeks 9: Spring Break
Week 10-12: Unit 3 Synthesis Continued
Weeks 12-16: Unit 4 Argument Synthesis
Week 17: Final Exam Week