English 131.005  
Rhetoric and Composition

Semester: Spring 2016  
Course number/section: ENG -131.005  
Meeting place: Ferguson 183  
Meeting time: MWF 10am-10:50am

Instructor: Ms. Kirstie Linstrom  
E-mail: linstromke@sfasu.edu  
Office: Ferguson 275, phone: 2165  
Office hours: MW 8am-9am and 1pm-2:30pm and by appointment

Required Texts

*Lumberjacks Write*—I will provide you with this book.

Materials and readings on D2L; these MUST be PRINTED and brought to class on days we are scheduled to discuss them.

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.

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:

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

General Education Core Curriculum Objectives:

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

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>Proposal</td>
<td>May 6th</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>Proposal</td>
<td>May 6th</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>Proposal</td>
<td>May 6th</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Proposal</td>
<td>May 6th</td>
</tr>
</tbody>
</table>

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

**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.

Assignments
Each assignment is due at the beginning of the class. You must turn in a hard copy during the first 15 minutes of class AND you must submit a copy online to D2L (Dropbox). If you fail to submit the online copy, 10 points will be deducted each day it is late (meaning each day the university meets for classes). I typically give you until 11:59pm to submit your assignment online, so you have ample time to submit each assignment. There will be a separate Dropbox for each assignment on D2L. If you do not know how to submit an assignment online, please ask me or a peer. Not knowing how to submit to Dropbox WILL NOT serve as an acceptable excuse for not turning in an assignment.

Diagnostic Essay:
This essay will assess students’ strengths and weaknesses in writing. It will be 2 pages in length. More details and requirements will be made available as the due date approaches.

Personal Narrative:
This essay will be over an event that has positively or negatively impacted the student’s life. The goal of this paper is to engage the audience. This essay will be 3-4 pages in length. More details and requirements will be made available as the due date approaches.

Compare and Contrast:
In this essay, students will compare and/or contrast two different topics approved by the instructor. This essay will be 3-4 pages in length. More details and requirements will be made available as the due date approaches.

Collaborative Essay:
Students will form groups and choose one song (that is approved by the instructor) and rhetorically analyze it. The students will be required to work TOGETHER in their groups to complete an essay 2 pages in length. More details and requirements will be made available as the due date approaches.
**Presentation:**
This presentation will be in conjunction with the collaborative essay. The students are required to do a **10-15 minute** presentation over their collaborative essay. More details and requirements will be made available as the due date approaches.

**Rhetorical Analysis:**
In this essay, the student will choose two different advertisements (that are approved by the instructor) and rhetorically analyze them using comparison/contrast. The students will investigate what these advertisements communicate and how they communicate with a particular audience. The overall goal is to analyze how each advertisement uses various rhetorical strategies to convince an audience to purchase a product or adopt an idea. This essay will be **3-4 pages** in length. This essay will be the only essay the students are REQUIRED to take to the AARC. More details and requirements will be made available as the due date approaches.

**Proposal:**
In this essay, students will discuss a problem and propose a solution. This essay will be **5-6 pages** in length and require **3 sources**. More details and requirements will be made available as the due date approaches.

**Peer Review:**
Peer Review is a very important component of this class. There will be **THREE** peer review days that are MANDATORY. These will be over the Personal Narrative, the Compare and Contrast Essay, and the Proposal. Peer comments and suggestions will be due with the final draft of each assignment. There will be 10 points deducted from the final assignment if the student fails to participate in peer review, fails to turn in peer review comments, or fails to utilize peer comments in the final paper.

**Conferences:**
Students will be held accountable for one conference with the instructor. If the student misses their conference time, they will be counted as absent for **THE WEEK** scheduled for conferencing as well as receive a 10 point deduction from their final paper. More details and requirements will be made available as the dates approach.

**Quizzes:**
Students will have quizzes over readings and class discussions. Each quiz is worth **10 points**. There will be 11 quizzes throughout the course; the lowest grade will be dropped.

**Participation:**
Participation is worth 50 points of the overall grade. To receive the full 50 points, students must be participating in classroom discussions at least once a week. However, if it is obvious the student did not complete the homework or assignment being discussed, they will NOT receive participation points for that week. Trust me, I can tell!

**Final Exam:**
Using critical skills for engaging material that he/she has developed over the course of the semester, the student will write a timed essay during the Final Exam.
Revised Essay:
The students will be allowed one revision of a major essay (excluding the Rhetorical Analysis) in order to bring that grade up. This does not mean that you will be able to turn in an essay you failed to complete; you cannot revise an essay you never wrote in the first place. More details and requirements will be made available as the dates approach.

Grading
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Essay</td>
<td>50</td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>100</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>150</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Collaborative Essay</td>
<td>50</td>
</tr>
<tr>
<td>The Rhetorical Analysis</td>
<td>150</td>
</tr>
<tr>
<td>The Proposal</td>
<td>200</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

Final Grade
- 900-1000 A
- 800-899 B
- 700-799 C
- 600-699 D
- 0-590 F

***All assignments should adhere to MLA guidelines: one inch margins all around, appropriate headers, double-spaced, written in Times New Roman 12 point font, with Works Cited attached to the back of the paper. Each assignment must also meet the minimum page and source requirement. Failing to meet these guidelines will result in a **SIGNIFICANT** negative impact on the assignment’s grade. If your spacing is NOT double-spaced and/or your font is not Times New Roman 12pt, I will reformat your paper to have the correct spacing and/or font. If the reformatted paper does not meet the minimum page count requirement, points will be deducted for length. I cannot stress enough that this will significantly impact the assignment’s grade.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of what is meant by each letter grade:

A - Student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of all the key concepts needed to effectively complete the piece of writing. The paper has few, if any, grammatical and syntactical errors. I think “I’d like to use this as an example next semester.”

B - The student meets the expectations for the assignment. Their writing demonstrates an understanding of most of the key concepts needed to effectively complete the piece of writing. The student has a few (2-3 repeated) grammatical errors and other problems. I think “Very good job. If you revise, you can get an A.”

C - The student meets the expectations for the assignment. Their writing demonstrates an average understanding of most of the key concepts; however, there may be one or two that they have a
problem with. The paper has several (4-8 repeated) grammatical errors. I think “The student missed some points, but the paper is acceptable.”

D - The student does not meet at least one expectation for the assignment. Their writing demonstrates little understanding of key concepts, and they may ignore parts of the assignment entirely. The paper has quite a few (8-15 repeated) grammatical errors. I think “What went wrong? This student should revise the paper.”

F - The student does not meet most of the expectations for the assignment. Their writing demonstrates no understanding of key concepts taught in class. They are missing pages or have plagiarized. Their writing is almost incomprehensible because of many (15+ repeated) grammatical errors. I think “Has this student been in class? If they continue this, they will fail the 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.

I am happy to discuss the evaluation of your work at least 24 hours after I have returned it to you. I will not discuss it until then. Please do not ask me to discuss your grade immediately after I hand the assignment back. If you have any questions, please come by my office hours.

***Please be aware that ONLY students who master the coursework earn an A. I will not give them: a) for hard work (everyone should work hard); b) so you won’t be put on probation or lose your scholarship (that is your responsibility, not mine); c) because I “like” you (I’m not in a position to like you personally); or d) simply because you ask. I only change grades in the event of a mathematical miscalculation. Do NOT email me at the end of the semester asking for a higher grade; I will not respond. Furthermore, you should be keeping track of your own grade. Do not email me at the end of the semester asking why you received the grade you did in the course UNLESS you believe it is mathematically wrong.

Attendance
ADULTS MAKE ARRANGEMENTS. Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments without being late or leaving early. Entering the classroom late is disrupting; three tardies is considered one absence. If you are more than 15 minutes late, you will be counted absent. Sleeping in class is unacceptable; you will be counted absent if you sleep in class.

• I will allow 6 excused and/or unexcused absences.
• Your participation grade drops by 10 points per absence starting with the 7th.
• Students with more than 9 absences (excused or unexcused) who fail to drop the course will receive an F for the semester.
• The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (hospitalization).
• All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.). DO NOT have your coach, roommate, significant other, parent/guardian, etc. email me an excuse for your absence unless you are physically unable to contact me.
Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.

- In class assignments and activities cannot be made up unless you have a documented, excused absence.
- An excused absence does not also excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next.
- In case of an excused absence, homework must be turned in the next day you are in class.
- Do not expect me to notify you once you have reached an alarming amount of absences or tardies. It is your responsibility to keep track of when you are late or when you miss class.

I understand that you all have a life outside of school and sometimes you cannot attend class. Therefore, if/when you miss class, it is your responsibility to get the notes from your fellow classmates. Please DO NOT come by my office asking me to deliver a personal lecture, and please DO NOT email me asking what you missed or if you missed anything important; all of the material we will go over is important. I will provide you with a course schedule that tells you which notes you need to get from a classmate. I strongly recommend that you get contact information from at least two of your classmates.

Late Assignments
I DO NOT accept late assignments. Major grades missed due to legitimate circumstances beyond a student’s control may be made up if arrangements are MADE IN ADVANCE AND NOT AFTER THE FACT. The university excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. Students are responsible for providing satisfactory documentation in such situations. Extensions for major papers will be left to my discretion, but students must see me 3 days prior to the assignment due date and present me with a valid reason for me to consider an extension.

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.

Academic Integrity
Academic integrity is a 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.

Definition of Academic Dishonesty
If you are caught cheating or plagiarizing in my class, you will AUTOMATICALLY FAIL the course and I will report you to the Dean of your college and my college.

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

Acceptable Student Behavior
A recent policy from the Provost's Office states, “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 that is available to help SFA students succeed.”

Individual Policies:
- Cell phones, head phones or ear buds, iPods or MP3 players, laptops, or any type of tablet are not allowed in the classroom unless your textbook is an electronic text. If I see or hear these items, you will be asked to leave. If you need to take a phone call for an emergency, you may step out of the classroom, but do not disrespect your classmates by answering the phone in class. If you are waiting on an important phone call (if a relative is in the hospital or anything of that nature) and need to leave your phone on your desk, please let me know before class begins.
- Unless you have my permission, do not bring any guests, children, or significant others to class. This is a safety issue.
- I do not mind if you bring drinks or snacks to class, BUT please do not bring pungent or loud food. This is very disruptive and I will ask you to leave.
- It is disrespectful to talk when I or your fellow classmates are speaking. Please raise your hand if you have something to say; DO NOT talk over someone.
- Pay attention! If you are sleeping, daydreaming, doing homework for another class, or simply not paying attention, I will not ask you to leave, but you will be counted absent for the day. You are not wasting my time; you are wasting your own time.
- If you wish to contact me, send me an email. You MUST put ENG 131 and your section number in the subject line. I do not accept assignments via email unless I specifically give you permission to do so. Please construct your emails professionally. I will not respond to emails that are written in “text message” format.
Discrimination / Sexual Harassment
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources for Policy E-46.

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, 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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108. To schedule a weekly appointment, visit sfasu.edu/aarc and sign up ASAP.

AARC Hours
Walk-in tables: Monday-Thursday 3pm-8pm

Sunday 4pm-6pm

ABSENCE LOG
Day 1: _______________ Day 2: _______________ Day 3: _______________
Day 4: _______________ Day 5: _______________ Day 6: _______________
Day 7: _______________ Day 8: _______________ Day 9: _______________

PEER CONTACT INFO
1—Name: __________________ Number: _______________ Email: __________________
2—Name: __________________ Number: _______________ Email: __________________