Course Description:
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 textual readings. Students in English 131 write a minimum of four formal essays (totaling 18 pages) and at least one in-class timed essay. English 131 is a requirement for all students who do not qualify for ENG133H.

Although writing is the primary focus of the class, we also review key concepts of grammar, sentence construction, and paragraph construction. Students also define, identify, analyze, and use key rhetorical concepts and skills such as the three rhetorical appeals and the elements of the rhetorical triangle. They are introduced to the basics of MLA documentation and apply that knowledge in preliminary research using primary sources. They also participate in one group project which includes an oral presentation.

This section of ENG 131 focuses on the theme of behavior and literacy as it may be expressed through different forms of media. Throughout the semester, we will be asking questions such as:
What is literacy? Does the media influence our beliefs, values, choices, etc? If so, what tools/techniques/strategies does the media use to influence us? What are the current trends in popular media today? With this theme guiding us, we will complete four units of study:

**Unit One** will focus on a personal literacy narrative, reflecting specifically on your experience(s) with reading, writing, or some type of technological literacy. By the end of the unit, you will turn in a personal expressive essay that will recognize conflicting reactions, emotions, responses, or outcomes to a certain complex experience/event/occurrence. Furthermore, you will explore how conflicting emotions/responses changed or influenced how you defined the event.

**Unit Two** will emphasize the ability to succinctly summarize various sources in a focused, third-person, objective academic voice. We will focus on learning and applying the techniques necessary to writing an organized, unified and objective summary.

**Unit Three** will have students analyzing rhetorical situations with an emphasis on advertising. This unit will include a Compare/Contrast Rhetorical Analysis essay (Capstone) of two advertisements, a team peer review, and a team peer reflection response, all of which will be submitted to Livetext.

**Unit Four** will focus on students combining and synthesizing various fairy tales with an emphasis on argumentation through comparing and contrasting.

**Prerequisite:**
Pass or exemption from THEA or a C in English 099
Students must earn a grade of C or higher in English 131 to be admitted to English 132.

**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>Visual Rhetorical Analysis</td>
<td>May 9, 2016</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>Visual Rhetorical Analysis</td>
<td>May 9, 2016</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>Visual Rhetorical Analysis</td>
<td>May 9, 2016</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>Visual Rhetorical Analysis</td>
<td>May 9, 2016</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Visual Rhetorical Analysis</td>
<td>May 9, 2016</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Visual Rhetorical Analysis</td>
<td>May 9, 2016</td>
</tr>
</tbody>
</table>

**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:**


*This text will be issued by your instructor*

*There will also be various handouts/readings distributed by or posted on D2L by the instructor at certain times in the semester. These will be supplements to your textbooks and will need to be brought to class if instructed to do so. **DO NOT LOSE THEM.**

**Formatting, Length, and Inclusion Guidelines:**

Unless an assignment specifies otherwise:

* All papers assigned to be finished outside of class must be typed according to MLA format. You can find the specifics on pages 57-59 and 448–50 of your *Prentice Hall Reference Guide*.
* Do not include a cover sheet.
* Include your section number with your course number (ENG 131.013, for example).
* Staple all pages together before coming to class.

Unless otherwise indicated, you must turn in all stages of the writing process in a **folder**. This includes any prewriting (such as outlines, fastwrites, etc.), a first (rough) draft, a peer review, and your final draft. You should have papers organized and ready to turn in when you come to class the days they are due.

In this class, **you must adhere to specified page lengths or face an automatic grade penalty.**

Since you are using MLA format, you will not be able to vary font, font size, margins, etc. to make your paper meet length requirements. For example, if a 4 – 4.5 page paper is assigned, it must be at least 4 full pages, going to the last line of page 4, and it may not go past the middle of page 5. If a 3 page paper is turned in for this assignment, its grade will begin as a 75.

For all work done in class, please

* Use loose-leaf paper.
* Write in ink.
* Strive for legibility by observing margins and writing on front only or using ink that does not bleed through.
* Use a heading that includes your name, course number and section, and date.
* Put an identifying title on the top line so I know what I’m reading if I take it up.

**Communication, D2L, and Turnitin**

**D2L:** I will communicate with the class via D2L and/or sfasu email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your D2L email **daily** and for being aware of any information there. Grades are also posted online periodically. Please let me know immediately if you see any errors in your recorded grades.

Absent students should refer to our class web page and contact class members to find out what they miss when absent and what has been assigned. “I was not here” is not an acceptable excuse for not coming prepared to the next class, getting class notes, or being aware of deadlines, etc.

You may contact me for any missed work **only** if you have documentation that excuses your absence.

**Turnitin:** To guard against plagiarism, major papers must be submitted to Turnitin.com, which will compare your essay to millions of essays previously submitted to the program, current and
archived instances of the Internet, and commercial databases or journals and periodicals. Turnitin will generate an originality report for each essay detailing its degree of similarity to other works. You must submit an electronic copy of your final draft to the D2L dropbox before you give me your hard copy of the paper. To submit to Turnitin, click on the drop box icon in D2L, then click on the name of the assignment. **Putting your paper in the drop box automatically submits it to Turnitin. Failure to turn the paper in to the D2L dropbox, even if you turn in a hard copy, will result in a grade of zero. If a paper is submitted past the deadline to Turnitin, there will be a grade penalty applied.**

For help with D2L, go to http://www.sfasu.edu/sfaonline/ and look for the link to D2L Support and Tutorials on the left-hand side. Or you can email d2l@sfasu.edu. You can also get assistance with any university technology by calling 468-1919.

**GRADES:**

This course will be graded on a point scale. There will be a total of 900 points possible. The assignments and grades for this course will be as follows:

- Diagnostic Essay (2-3 pages)  
  50 points
- Essay 1: Literacy Narrative (2-3 Pages)  
  100 points
- “How To” Group Presentation  
  50 points
- Essay 2: Summary Essay (3-4 Pages)  
  100 points
- Essay 3: Rhetorical Analysis Essay (3-4 Pages)  
  100 points
- *Capstone (Submit to Livetext)*
- Team Peer Review and Reflection  
  50 points
- Essay 4: Compare/Contrast Synthesis Essay (5-7 pages)  
  150 points
- In-class Final Exam  
  100 points
- Portfolio  
  100 points
- Daily Work (quizzes, homework, journals, etc.)  
  100 points (25 points per unit)

**Final Grade**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>810-900</td>
<td>A</td>
</tr>
<tr>
<td>720-809</td>
<td>B</td>
</tr>
<tr>
<td>630-719</td>
<td>C</td>
</tr>
<tr>
<td>540-629</td>
<td>D</td>
</tr>
<tr>
<td>0-499</td>
<td>F</td>
</tr>
</tbody>
</table>
**Grade Criteria:**
Overall, your grade will be based on a total of 900 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.

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).

If you fail a paper, do not lose hope, or think it is personal. You are here to learn, and often we learn best through our failures. Any comments I make are meant to help you. You will be allowed to revise one paper – unless you didn’t turn one in – and as a requirement for a revision, you must meet with me to discuss your paper. You will also be required to go to the AARC, which is a wonderful service the university provides students.

**Revisions**
You will be allowed one revision this semester from either the **first** or **second** paper. Revisions offer you a chance to recover from a possibly grade damaging paper. Revisions will only be allowed for papers that receive a C or below. For your revision to count it must do several things:

- **Make corrections beyond just those marked on the original paper.** What this means is you sat down, read my comments, looked at what was marked, reread your paper, and understood what the errors were and how to fix them. Any paper that just “fixes” the areas I marked will not be given full credit for a rewrite.
- **Along with your revision, there must be a one page explanation of the changes you made and why you made those changes.** This explanation needs to provide examples from your original graded paper as a way to support your claim of understanding. No revision will be accepted without this page.
- **Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors.** Any revisions that still contain these types of errors will not improve your grade, but will burn your revision opportunity. Make the revision worth your time and mine.
- **You will need to see me within one week of receiving the original graded paper to inform me of your plans to revise, as well as confer with me on ways to improve your paper. This is not optional.** Any student that does not meet with me, yet hands me a revision, will have it handed right back to them.
- **You will need to go to the AARC at least once to have a tutor look at your revision.** It would be in your best interest to go with specific questions and concerns. If you do not understand why you got the grade you did, the AARC is not going to help you in that way. You need to be cognizant of your writing abilities and be able to see what you are doing and not doing to make the visit to the AARC effective. If you go with generalities, the tutors will focus on the areas they think needs the most work, which may not be what you are looking for. The AARC visit is not optional.
- The original graded copy must be turned in with the revision. If I do not receive this copy, I will not grade the revision.
The revision must be submitted online through D2L. There will be a separate link for revisions. Again, if it is not turned in online by the time the revision is due, I will not accept it.

**Extra Credit Opportunities:**
Extra credit opportunities will be announced throughout the semester. Extra credit assignments will not be accepted late, or given to those who were absent the day they were announced. Please do not ask for personal extra credit.

**Course Policies/Things to Remember:**
- As this syllabus is a contract between the instructor and students, I greatly encourage you to keep it in a safe place and refer to it frequently throughout the semester. If, for any reason, any scheduling, reading assignments, or due dates change, an updated syllabus will be distributed.
- I require regular attendance from my students. To perform well in this course, you need to be here! The attendance policy for this course is the official SFASU policy as stated at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp).

**Attendance and Punctuality**
Class attendance is required, and you are expected to come to class fully prepared having done the assigned work and being ready to respond to the required readings.
- I will allow 4 excused and/or unexcused absences (basically freebies)
- I will have your daily work grade dropped by 10 points per absence starting with the 5th.
- Students with more than 6 absences (excused and/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.).
- 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. That said, the assignments/activities must be turned in by the following class meeting after the documented absence.
- An excused absence does not 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.

**Tardies**
Having 3 tardies will constitute one full absence.
You will be considered tardy:
• If you arrive to class after I have taken role or leave class early unless you have informed me before class begins.
• If you are not present when attendance is taken at the beginning of class, it is your responsibility to notify me at the end of class that you are present. If you fail to notify me at the end of class and instead claim attendance later in the semester, I will not change the record unless you have documented proof of attendance.
• If you are more than 15 minutes late to class, you will automatically be counted absent.
• If you are consistently late to class, your daily work grade will drop.

**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 (10 points) per day of lateness. For example, if an essay that was due on Monday is turned in on Wednesday, the grade will be dropped to a C before I even began grading it. I will not accept the submission of material via e-mail without prior approval.**

• Plagiarism is not tolerated. Students caught plagiarizing may fail the course and may be subject to being reported to the academic dean! Plagiarism can include: directly copying, paraphrasing or rephrasing another author’s ideas without giving credit to the original author(s). Additionally, a purchased essay is plagiarism, and an essay written in part or whole by anyone other than you is plagiarism. If you are not sure, please come talk to me.

• Assignments, essays, and any other work that is given a due date should be turned in on time. If there is an emergency or situation that will prevent you from turning your work in on time, you need to come speak to me. I will decide if there should be an extension, though if accepted late, there will be a loss of a letter grade per day.

• When major essay grades are given back, I require that you wait at least 24 hours before discussing your grade with me.
- **Cell phones.** Turn them off and put them away before you come into class. Not to vibrate, not to silence, but OFF. If your phone rings or if you are texting throughout class, you will receive an “academic” absence which is the same as a regular absence. If the problem still continues, you will be asked to leave class.

- Students are expected to have read any required material on the schedule **before** class, as there will likely be unannounced quizzes or group work that will involve said readings. You are required to own or have exclusive access to the textbooks or handouts for the duration of the class.

- Assignments should adhere to MLA standards: double-spaced with a 12-point font (Times New Roman) and 1-inch margins.

- Essay requirements will be given to you as a separate handout. These requirements are non-negotiable.

- For one of your papers, we will meet together one-on-one and discuss your writing strategies and revise your first draft together. All individual or group conferences scheduled with me are mandatory. Conferences are a benefit to you, as you will receive personalized attention on your writing. Absence from a conference will count as missing a regularly scheduled week of classes.

- Bookmark the Purdue OWL website as it will be the perfect reference for grammar, formatting, and MLA questions: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

**Academic Integrity:** Documented proof of cheating or plagiarism will result in a failing grade (of zero) on the assignment, **AND** a failing grade in the course. **You will not be permitted to rewrite the assignment; you will not be given a second chance.**

According to university and departmental policy, I must report the cheating to the dean of your college. In part, the following is taken from the University Policy and Procedures Manual (online), Section A-9.1 of Academic Affairs:

> 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 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 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)

**E-mail:** The best way to contact me is via e-mail. Most times, I will be able to respond the same day. If you do e-mail me, please include the course name and number and your name in the subject line. If you were absent and wish to know what you have missed then please contact a classmate and obtain that information from them.

**Class Conduct:** Student participation is encouraged during class. Participation not only includes asking questions and being a part of discussions, but also includes being polite and respectful to
those around you, including myself. If I consider your behavior to be offensive, you will be given a warning. If the behavior continues, you will be removed from the class.

**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.

**Withheld 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.

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

**AARC Tutoring**

Free writing tutoring for this course is available both in the Academic Assistance and Resource Center (1st floor of Steen Library) and online through OWL (Online Writing Lab). Go to [www.sfasu.edu/aarc](http://www.sfasu.edu/aarc) for more information, including tutoring hours, weekly appointments, etc.