Email: deparkhurst@sfasu.edu
Phone: 468-2365 Office: LAN328
Office hours: MWF 9-10:30; TR 11-12
Classroom and time: F292, 11-11:50

If you need to contact me, email is the best way; I check it frequently. You may phone me, but I am not always in my office, and there is no guarantee I will receive any messages you leave. Also, students need to use the email address listed above to contact me. Emails sent through D2L email may not get to me in a timely manner.

This syllabus is subject to revision at any time. It is in your best interest to know and understand the course policies laid out in this document as you will be held to them even if you choose not to know 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 or 235H. Prerequisite: Pass or exemption from THEA or a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

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

<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>Final Persuasive Essay</td>
<td>05/06/16</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>Not evaluated this semester</td>
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</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>Not evaluated this semester</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Final Persuasive Essay</td>
<td>05/06/16</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Final Persuasive Essay</td>
<td>05/06/16</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural</td>
<td>Not evaluated this semester</td>
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</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 Text and Materials:**

- There is no textbook required for the course, but you will be required to maintain any handouts used for class discussion and assignments. You will also need to use the Purdue OWL for your MLA style guide. The link will be posted on D2L.
- Notebook, writing utensil. This is a writing class, and as such, be prepared to write. It doesn’t matter to me if you use a pencil, pen, or crayon, for in class assignments so long as what you produce is legible and meets the requirements of the assignment.
- A flash drive or some form of portable media with which to save your work. You may also make use of websites such as Dropbox.com, which will provide you with 2GB of free file storage. Microsoft’s Skydrive and Google’s Drive are also viable alternatives. Whichever route you chose to go, know I do not accept “My computer crashed” as an excuse for missing an assignment. **Backup your work!**
- A folder to hold handouts. Most handouts will be available on D2L, and it is your responsibility to print out any that are required for class.
  - If I assign a reading that is posted on D2L, you will need to print it out and bring it to class on the day the reading assignment is due.
- Failure to come prepared to class will result in a zero for participation that day and an absence.

**Course Requirements**

This course serves as the first of two required composition courses that all students must take. Throughout the course, you will be required to compose four original essays, which make up a major portion of your grade. You will also be required to read from the texts and various handouts, as well as respond to those texts in both written, verbal, and quiz forms. I believe participation is essential to the course, so I expect everyone to be an active member of the class. Here is a tentative assignment calendar, which is subject to change at any time:

**Grading Criteria:**

**Missing two major assignments (papers and/or exams) will automatically fail you for the course.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Daily Grades</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 1 (02/16/16)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 2 (03/11/16)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 3 (04/11/16)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 4 (Capstone Essay) (05/06/16)</td>
<td>25%</td>
</tr>
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</table>

Students will write a course capstone essay in which students will be asked to develop a professional document of no fewer than 500 words 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.
More information on written assignments will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Quizzes will be either short answer, essay formats, or a combination of the two. They are given during the first ten minutes of class.

Scale:
- 100 – 90 = A
- 89 – 80 = B
- 79 – 70 = C
- 69 – 60 = D
- 59 – 0 = F

**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.

I feel it is my responsibility to tell you that if you receive any grade below a “C” for the course, you will be required to repeat it.

Papers
You will write four major essays for this class – a personal narrative, a rhetorical/literary analysis, a movie analysis, and a persuasive argument. Since these papers are the major source of your grades, follow the instructions paper prompts explicitly.

ALL PAPERS MUST:
• Meet the guidelines given on the prompt
• Be in essay form
• Be typed, double-spaced in MLA format, using Times New Roman 12 font.
• Have appropriate headings
• Have an original title. DO NOT use the title of another work as your title.
• Be submitted online through D2L by the beginning of class on the due date. Papers that are not turned in online on time will receive a 10% deduction for the first day it is late, after which the paper will not be accepted.
• If the assignment requires quotes or sources, use appropriate attribution.

I will fail papers for the following:
• Does not meet page length. If the assignment requires a minimum of 3 pages, the paper needs to be three full pages.
• Does not follow proper format.
• Has an abundance of spelling/grammar errors
• Is plagiarized

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 or it is plagiarized– 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 school provides students.
Revisions
You will be allowed one revision this semester from the first three major essays (The final essay is not revisable). Revisions offer you a chance to recover from a possibly grade damaging paper; however, a revision will only be awarded 10 extra points, at the most. Revisions will only be allowed for papers that receive a 75 (C) or below. Any paper that is plagiarized or not turned in is not eligible for a revision. 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. Since I am not requiring you to get a reference guide for the course, you will need to use the Purdue OWL for the specifics of MLA and grammar/mechanics not covered in class.

- 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. This page must follow the same format as the original paper (MLA style).

- 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 day 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, as well as the paper prompt. 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, as well as a hard copy provided to me. 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.

Plagiarism/Academic Dishonesty
Plagiarism is the use of another’s ideas and attempting to pass them off as your own. I will not tolerate plagiarism. Other forms of academic dishonesty include having someone else write your paper or falsifying sources. This is not an all-inclusive list. If I determine you have plagiarized someone’s work, you will receive an immediate zero for the assignment. You also run the risk of failing the class. This is a very serious offense and will be dealt with seriously. Below is the official SFA policy on academic dishonesty:
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**
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)

Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. I will catch you, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding a paper assignment, please come see me during my office hours. I am always happy to help.

**Writing**
This is a composition course, and as such, it should be no surprise there will be writing involved. Most of your grades are based on the four major essay assignments, but there will be other writing assignments that will count for daily grades, homework, or participation. While these assignments may not appear to be as important as the major essays, they are essential to develop your writing skills; to be a better writer, one must get used to the act of writing. Furthermore, as noted in the grade breakdown above, these writings will count towards the 10% of the final grade. Do not treat these assignments as inconsequential.

**Attendance**
Attendance is essential for success in a writing course. By not attending class, you miss out on discussion of the material that may bring further understanding of the texts we read, which can help you gain a better understanding of analysis and critical thought. Attendance is often measured by a student being present on any given day, but I also measure using other factors, including coming with the required materials on a daily basis, being prepared for discussion, and being an active participant in the class (I will clarify this statement later in the syllabus). If a student accrues six absences, they will receive a failing grade. I do not differentiate between excused and unexcused absences. You do not need to explain to me why you missed a day, nor do you need to provide a doctor’s note or other form of written excuse.

Sleeping in class will cause you an absence. While physically you are present, mentally you are not. Also, if you are late to class, depending on the severity, you will receive either half an
absence or a full one. Tardiness is disruptive and rude. Be considerate of your classmates and be on time. Also, if a student repeatedly and consistently gets up and leaves the room, I will begin to mark them as absent. Take care of your personal needs before class.

Being absent is not an excuse for missed information or assignments. Get with a classmate – or email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction. I do not accept late work. If you are more than ten minutes late to class, your paper will be considered late. If you do not come to class the day a major assignment is due, the assignment will not be accepted and you cannot use your revision to make it up.

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.

Behavior to Avoid
Avoid these behaviors as they are disruptive to the class and generally rude behavior.

- Texting/using cell phone in class
- Talking when I or a classmate is talking.
- Being late.
- Obviously not paying attention (sleeping, staring at the ceiling, etc). I tend to call on the people that are not paying attention.
- Doing another class’s homework in mine. This is an English class, and it is very disrespectful to me and the rest of the class to do another course’s homework during our scheduled time.

Daily Grades
Daily grades will be evaluated by use of quizzes, in-class writing, individual preparedness, and class discussion. I expect each student to come prepared to class every day with the required reading material, which needs to be read and/or completed. Not coming with material or being prepared will count as a zero for that daily grade, as well as an absence.

An important part of the education process is learning to discuss material with your peers. I don’t believe in a “right” answer, and more often than not, you will see something in a manner I have not considered before. It is important that you share your ideas with the class. Here are the criteria on which I grade participation:

- Ability to discuss material covered in class and readings
- Ability to ask intelligent, thoughtful questions. If you don’t understand something, by all means ask. You probably are not the only one who doesn’t understand.
- Reading the material. If you haven’t read, your quiz will reflect it, and your participation grade will go down.
• Showing respect for your classmates, yourself, and me. Do not engage in side conversations. Listen actively. You don’t have to agree or even like what we read or are discussing, but you will need to act as an adult.
• One of my biggest pet peeves is texting in class. If I catch you texting, I will call you out. You will be marked absent for the class period. Turn your phone off when you enter my class.
• If you do not come to class with the required material, I may ask you to leave, charge you an absence, or give you a zero for that day’s participation. This is a writing class, and as stated earlier, you should be prepared to write.

Blogs
As a part of your daily grade, you will be required to create and maintain a blog, through which you will respond to prompts, assignments, and other course material. All blogs will be due on Fridays by the start of class, and at a minimum be 300-500 words. We will discuss further expectation in class.

Peer-Review
These are the days when you will share your ideas and writings with your peers, which for some people is a very daunting task. There are many anxieties that young writers feel when they have to expose their ideas.

Sharing is part of the process, and if your classmates feel like they can’t share their ideas with you, then you and they are missing part of the process. No one is expecting Shakespeare. If your draft is a little rough, that is great, because it gives you and your peers something upon which to build. This class is about laying foundations and it is essential that everyone get the most of this class that they can.

Homework
All homework I assign will need to be typed, unless otherwise stated. If I can’t read it, I can’t comment on it or grade it. The essays you will write for class must be typed in MLA format. In 132, you will cover MLA extensively, but for this class, your papers must be double spaced, use 12pt Times New Roman font. We will discuss formatting at a later date.

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.

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/).

**Email**

At some point during the semester, you will probably email me. Here is what I expect out of your emails.

- They have a subject line referencing the class and section
- Are legible (grammatically correct and don’t use web abbreviations: LMAO, LOL, U R mean.”
- Has a greeting and signature
- Do not email me about a paper the day it is due unless it is an absolute emergency.

This document is the rulebook for the class, and by staying in this course, you are agreeing to these rules. Get to know them. If you have a question about anything in here, feel free to ask.

This syllabus is subject to revision based on the needs of the class and/or instructor discretion.

**Course Calendar:**

This schedule is tentative and subject to revision based on the needs of the class. Any changes to due dates will be in your benefit. If a PDF is listed, it is the student’s responsibility to get the file off D2L and come with it for class discussion.

**Unit 1**

Week 1 - Syllabus; Course Introduction; Ethos, Pathos, Logos, the Rhetorical Triangle, and bias; Overview of D2L; In-class reading assignment

Week 2 - In-class writing; MLA format; Personal Narrative Prompt; “Different Stories” and “One More Lesson”.

Week 3 – “Dumpster Diving” and “Shooting an Elephant”

Week 4 – Drafting; Peer review of Personal Narrative; Final drafts due; Introduction to Unit 2

**Unit 2**

Week 5 – Analysis; in-class readings

Week 6 – Read *Doubt*

Week 7 – In-class writing; Drafting Essay 2; Peer Review

Week 8 – Essay 2 due; Introduction to reviews

**Unit 3**

Week 9 – Discuss elements of advertising and visual rhetoric; In-class exercise with print advertisements
Week 10 – Read ch. 13 of *Writing Situations*; Discuss movie trailers and audience expectations; Begin viewing film in class (*Doubt*).

Week 11 - Continue watching film. Drafting essay; Peer Review

Week 12 – Final Draft due; Introduction to Persuasive Writing; Assign groups; Essay 4 Prompt; Read essay TBD

**Unit 4**
Week 13 – Group Exercises; Conducting research online

Week 14 – Group conferences with instructor

Week 15 – Presentations

Week 16 – Final