A hybrid course is different from a typical, 16-week course that meets for 150 minutes each week for 15 weeks and a 2-hour final examination.

This course follows a hybrid format that replaces half of the traditional in-class time (75 minutes each week) with online activities.

**In-Class Time:**
We’ll have one 75 minute class each week to practice writing process and literature analysis skills.

**Hybrid/Online Course Time:**
In place of half the course’s in-person 75 minutes each week, you will complete online assignments in D2L.

**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 to be admitted to English 132.

**MINOR ASSIGNMENTS**
- **Modules 1-39 = 3 Points**
- **Modules 40-50 = 1 Point** pass/fail
- Typical D2L Module Assignments
  - emails
  - Cornell Notes
  - Writing Samples

**MAJOR ASSIGNMENTS**
- 12.5% Proposal Essay
- 12.5% Annotated Bibliography
- 12.5% Research Paper
- 12.5% Essay Abstract

**INCLUDING**
- outlines
- rough drafts
- peer review
- instructor feedback
- revision and editing
TECH REQUIREMENTS

As you have elected to enroll in an online course, it is your responsibility to:

1) Acquire a consistent, stable, dependable computer and internet connection;
2) Complete the assignments for the course by the deadlines indicated on the Semester Calendar;
3) Take responsibility for your own time management as student;
4) Acknowledge that it is not the responsibility of the instructor to provide additional time for assignments or exams;
5) Take responsibility for learning, applying, and maintaining technology skills necessary for the course;
6) Acknowledge that it is not the responsibility of the instructor to offer an alternate means of completing the course due to technological issues that you face;
7) Take responsibility for your obligation to secure technological means to participate in and complete this course.

YOUR INSTRUCTION: MELISSA HUTCHENS

I look forward to getting to know you better over the course of the semester, but in the meantime, here are some pertinent facts about me.

Title: Professor
Department: English
Email: hutchensml@jacks.sfasu.edu
Office: Ferguson Liberal Arts Building Room 282
Office Hours: Virtual/Zoom only Tuesday 4:00 p.m.—5:30 p.m.
Questions: Do you have a question? EMAIL ME! Use the email
MINOR GRADED ASSIGNMENTS

1. Module Lessons
   - Most weekly modules will include a reading, video, and online activity component.
   - If you encounter technical difficulties with any of the module assignments your contract your instructor Professor Hutchens via her email: hutchensml@jacks.sfasu.edu. However, Professor Hutchens is not able to help with technical difficulties presented by lack of internet access and/ or device failure.

2. Module Activities
   - Many modules will have a corresponding activity typically due before the next class session begins.
     (Deadlines are clearly indicated on the Semester Calendar.)
   - Such activities may include but are not limited to discussions and note-taking exercises. Guidelines for each are outlined below.
   - Activities will be graded on several criteria: thoroughness, thoughtfulness, and timeliness.

A. D2L Discussion Posts: Question and Answer
   - Learning and comprehension of module lessons will sometimes be assessed by answering questions posted in D2L discussion posts.
   - All answers in this format must be written in complete sentences with capitol letters and punctuation.

B. Cornell Notes
   - Learning and comprehension of module lessons will also be assessed by creating Cornell Notes based on specifications, templates, and examples provided by the instructor.
   - Please note that grammar and punctuation are NOT graded elements in note-taking for this course.

C. Email Correspondence
   - Learning and comprehension of module lessons will sometimes be assessed by corresponding with Professor Hutchens via SFASU’s Microsoft Outlook Email.
   - All work submitted in this format must feature professional email etiquette.
Rhetoric and Composition Syllabus

**ASSIGNMENT FLOW**

All minor assignments have been carefully designed to build and lead directly to major assignments. Students should not skip or “phone in” minor assignments as this creates a domino effect on the grade for both minor and major assignments.

**SHORT STORY**
- identify rhetorical devices
- explore literary theme

**BRAINSTORMING CHART**
- come up with writing topics important to modern life
- find ways that the short story's theme related to modern life

**ESSAY TOPIC**
- CHOOSE AN ESSAY TOPIC FOR YOUR MAJOR WRITING PROJECT

Read an article with evidence supporting your persuasive essay

Take notes

Create a summary of the article

Add an annotation to your ANNOTATED BIBLIOGRAPHY
Rhetoric & Composition Syllabus

CLASS PARTICIPATION

- Come to class well-prepared in advance to work on major writing assignments.
- Use class time productively, by following instructions making changes to your work in response to feedback.
- Manage frustration and confusion with the writing process, by looking at your notes seeking help from instructor and peers.
- Be considerate and professional to your classmates and your instructor. You are a college student and are expected to act in a mature way.
- Contribute to the academic environment in a positive way by listening and participating.
- Do not disrupt the classroom learning environment. Although students with disciplinary problems tend to be few and far between at the college level, inappropriate behavior may result in lost attendance/marked as absent and/or administrative referral.
- Violations of the SFA student code of conduct will be referred to the Office of Student Rights and Responsibilities for procedural due process.
- Refer to http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf for more info.

ATTENDANCE POLICY

Attendance is defined by physical attendance and Zoom meeting attendance as well as participation in academic activities such as submission of an assignment, examination, or participation in group or online discussion.

After three missed class sessions, absences count three points against your final grade for the course. Failure to participate during a class session will result in the student being counted absent and losing three points from their final grade for the course. For every three tardies, a student will receive an absence.

If you miss more than eight class days or 25% of the classes (whether excused or unexcused absences) for this course, you cannot receive a grade higher than a C.

For university-sponsored trips, students should send Professor Hutchens a screenshot of their mySFA announcement regarding the trip to request an excused absence.

In emergencies, you may want to request an excused absence for missing classes in excess of three class sessions. In this case, students should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to Professor Hutchens. OSRR notifications are only provided as a courtesy to the student and the student's instructor(s). Professor Hutchens determines whether such documentation is satisfactory.
Proposal Essay
For the proposal essay assignment, students will demonstrate knowledge of the writing process and appropriate essay structure, leading to a formal proposal for the final persuasive essay assignment.

Annotated Bibliography
For the annotated bibliography assignment, students will create a list of MLA style citations to academic books, journal articles, and popular magazine articles. Each citation is followed by a brief descriptive and evaluative paragraph, called the annotation.

Persuasive Essay
A persuasive essay is a large writing project. For 1301, students will write a persuasive essay to present your own thinking backed up by rhetorical devices, logical inferences, and reasonable evidence.

- Your idea for the persuasive essay assignment must relate to a theme found in Ray Bradbury’s “The Pedestrian.”
- To find expert ideas and information to back up your ideas, you will research a variety of possible sources like textbooks, articles in academic journals, and essays in reputable popular magazines. Where an expository essay informs readers by referencing sources, a research essay engages with expert sources to back up an argument.
- To draw a parallel, a lawyer researches and reads about many legal cases and uses them to support their own case. A scientist reads many case studies to support a scientific hypothesis. In the same way, a college student writing a research essay might read newspaper articles, books, and interviews to develop and/or confirm a viewpoint and support it with evidence.

Finally like most college papers, the 1301 persuasive essay should be drafted using a formal writing process, including pre-writing, rough drafting, revision, and editing.

Essay Abstract
An abstract is a brief yet accurate and comprehensive summary of your article or essay. The abstract is informative, dense with information, and concise. In other words, an abstract requires a writer to say as much as possible in as few words as possible.
**EXTRA CREDIT & LATE WORK**

As a general rule, NO extra credit is offered in this course.

Pass/ Fail assignments should be corrected ASAP.

Standard A-F assignments submitted as late work will be graded based on the point deduction system.

*One day late* - 10 points

*Two days late* - 20 points

*Three days late* - 30 points

Students should expect delays in gradebook posting for assignments submitted late.

No late work will be accepted after Dead Week begins.

**WITHHELD GRADES**

An instructor and the academic chair/director may approve a grade of WH 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.
TUTORING

AARC | Stephen F. Austin State University

❖ Contact Info
www.sfasu.edu/aarc
936-468-4108
Library 1st Floor
aarc@sfasu.edu

❖ One-to-One Tutoring
Sign up in person at the AARC for regularly scheduled appointments throughout the semester.

❖ Zoom Chat with a Tutor
An AARC tutor is available to chat through the Zoom online meeting room. Check the news posting in your D2L OWL course for the room location and the password.

❖ D2L OWL Dropbox
For a personalized review of your paper online, submit your work to the Online Writing Lab OWL in D2L. Writing Tutors will check for basic paper structure and grammar to identify types of errors. Open your D2L OWL course and navigate to the Dropbox to fill out your info and submit an assignment for review by an AARC tutor. Allow 48 hours for response.

As a great leader once advised, “Asking for help is not a sign of weakness. It is a sign of strength” (Lux).
## SFA Core Curriculum

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, evaluation, and synthesis of information.</td>
<td>Proposal Essay: Create a thesis statement synthesizing the relationship between classic literature and a contemporary issue relevant to the modern world.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Persuasive Essay: Defend the persuasive essay’s central argument through various communication conducted in various media including academic writing, formal email, peer review, instructor conference, and supplemental visual imagery.</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>Annotated Bibliography: Cite scholarly and/or popular sources with numerical, statistical, and/or scientific facts in order to identify the persuasive device logos in the scholarly research.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others.</td>
<td>Peer Review Conference: Conduct a peer review under the instructor’s supervision that demonstrates knowledge of the writing process and teamwork skills.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to decision-making.</td>
<td>Instructor Conference: Meet one-on-one with the instructor to revise and edit the persuasive essay, analyze the purpose of the course, and reflect on scholarly choices.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include awareness of intercultural competence, civic responsibility, and regional, national, and global</td>
<td>Proposal Essay: Create a thesis statement synthesizing the relationship between classic literature and a contemporary issue relevant to the modern world.</td>
</tr>
</tbody>
</table>

## Course Goals

*Students who complete this course successfully will be able to:*

1) Compose a variety of essays that demonstrate clear focus, the logical development of ideas in well-organized paragraph and essay formats, and the use of appropriate language that advances the author’s purpose.

2) Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within.

3) Define new vocabulary and concepts and use them accurately in reading, speaking, and writing.

4) Describe, analyze, and evaluate information across literary, expository, and persuasive readings.

5) Explain how literary and other texts evoke personal experience and reveal character in narrative and expository texts.

6) Edit and submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.
Campus Resources and Policies

1. Mental Health
   SFA Counseling Clinic
   936-468-2401 □ 3rd Floor, Rusk Building □ counseling@sfasu.edu
   Office Hours: M-F 8:00 a.m. - 5:00 p.m.
   Appointments: http://www.sfasu.edu/counselingservices/104.asp

2. Disability Resources
   Office of Disability Services (ODS) 936-468-3004
   Human Services Building, Room 325 □ 8 a.m. – 5 p.m. □ Mon - Fri
   To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the, 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/.

3. Technology
   D2L Support: Office of Instructional Technology
   Visit http://sfaonline.sfasu.edu for written and video tutorials. 936-468-1919 □ d2l.sfasu.edu
   If you call after regular business hours/ on a weekend, please leave a voicemail.
   Technical Support Center (not related to D2L) 936-468-4357 □ helpdesk@sfasu.edu □ http://sfaonline.sfasu.edu

4. Sexual Assault On Campus Assistance
   SFA Counseling Services: (936) 468-2401 □ counseling@sfasu.edu □ SFACounselingClinic@sfasu.edu
   SFA Student Health Clinic: (936) 468-4008 □ healthservices@sfasu.edu
   Office of Violence Against Women: 936-468-2133
   On-Campus Crisis Center of East Texas: (936) 468-7233 □ (800) 828-7233 (24-hour crisis line)

5. Options for Reporting Assault reporting to Law Enforcement criminal offenses occurring on campus, including but not limited to o sexual assault o dating violence o domestic violence o stalking may also be made to the following organizations:
   SFASU Police Department (UPD): 936-468-2608 (non-emergency) □ 911 (emergency) □ updemail@sfasu.edu
   City of Nacogdoches Police Department: 936-559-2607 (nonemergency) □ 911 (emergency)

6. Employee Options for Reporting Misconduct
   o sexual violence o sex discrimination
   o sexual misconduct o sexual harassment
   U.S. Department of Education, Office for Civil Rights (OCR) (214) 661-9600 □ 1999 Bryan St., Suite 1620 Dallas, TX 75201
   U.S. Equal Employment Opportunity Commission (800) 669-4000 □ Houston District Office 1919 Smith St., 6th Floor Houston, TX
   Texas Workforce Commission Civil Rights Division (888) 452-4778 □ 101 E 15th St., Rm 144-T Austin, TX 78778
   This policy is available to the public online at http://www.sfasu.edu/policies/sex-gender-based-discrimination-violence-harassment-misconduct-2.13.pdf and http://www.sfasu.edu/lumberjacks-care/ to provide additional related information and resources identified in the policy.