Composition 1
~ENG 1301.022~
Department of English & Creative Writing

Class meeting time: MWF—12:00 PM
Room: Ferguson 171

“A writer writes—always”
—Throw Mama from the Train

Instructor’s Contact Information:
Name: Miss Athena Hayes
Email: hayesae1@jacks.sfasu.edu
(Please only use Outlook, D2L email is not an effective way to contact me)
Office: Ferguson 275
Office Hours: Monday and Wednesday—1:30-2:30, or by appointment

COVID-19 Mask Policy

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Community Standards. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Course Description

Welcome to English 1301! This course involves 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.

Text and Materials

- Rhetoric and Composition Wikibook (link on D2L)
- Other readings posted on D2L
- Journal or notebook and something to write with (needed every class day!)
- Access to a computer
Program Learning Outcomes

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.

The following are the core objectives addressed by this course:

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

Student Learning Outcomes

At the completion of this course, students will be able to:

- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).
Credit Hour Justification for 1301

ENGL 1301 “Rhetoric and Composition” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have weekly topical, non-fiction reading assignments of 25 pages or more and are expected to write/provide response to these readings; in addition, students will write five essays in various genres (for a total of 25 or more written pages per semester) which engage the topics of the readings. They will also present to the class a final project which includes a written paper and a visual component; this project integrates at least five of the readings of the semester and three more sources which they will have gathered through research. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Requirements and Assignments

Participation—15%: In this course, there will be weekly lecture and in-class writing. All work done in class both as a group and individually is meant to prepare you for your major assignments, as well as teach you the SLO skills listed earlier.

- **Attendance:** You are allowed three unexcused absences, for which there are no penalties. After this, any unexcused absence will count against your grade. An excused absence denotes a university sponsored event or a health related appointment and will not count toward this allowed total—however, any excused absence should be addressed with me in advance. Because this course is a hybrid, half of you will be attending on ZOOM and half will be attending face-to-face on alternating days. You **MUST** attend your ZOOM day. Failure to attend a ZOOM session will count as an absence the same as if you missed a face-to-face day. As attendance is worth one-third of your participation grade and in-class writing assignments cannot be made up, missing six class days will result in an automatic F in the course. Any major assignments must be turned in on their regular due dates regardless of attendance—skipping class will not earn you an extension (please also reference the “Late Work” section of this syllabus in regards to this).

- **Weekly Discussion Boards:** On Fridays you will be assigned asynchronous work via D2L. On Wednesdays after class, a discussion board will posted. You will have until midnight to submit your responses to the board. Think of these as an in-class writing assignment. They are meant for practice, so the main thing I am looking for is effort. These cannot be made up, as they are activities we would do in class if this were not a hybrid course.

- **Peer Reviews:** For each of the four major writing assignments we will do a peer review. These will be done online via discussion board on D2L. This will be discussed further as we approach our first peer review.

Four rough drafts—20% (5% each): By noon on peer review day you will submit your rough draft electronically to the dropbox and on the discussion board. Papers are submitted electronically not only so you receive credit, but so you receive written feedback from me. This feedback will consist of constructive criticism meant to help you make the best possible grade that you can on your final draft. Rough drafts are not weighted the same as final drafts of course, so it is okay if there are some mistakes—however, rough drafts still must meet the page and content requirements. A partial rough draft will not receive full credit.
Four major writing assignments—60% (15% each): You will be required to write four major essays in this course. Every essay you write will be written in Times New Roman, 12 pt. font, double spaced, and use MLA format. You will turn in these in electronically by midnight on their respective due dates. The following list includes brief descriptions of each essay. More detailed information can be found on their individual handouts. Physical copies of these handouts will be given in class and digital copies will be available on D2L.

- **Writing Assignment 1) Personal Narrative:** You will write a two page narrative about either a major event that impacted your life, or a piece of media that influenced you (this can be a book, TV show, movie, video game, comic, etc.). Think deeply and critically about what you choose to write about and how it made you the person you are today.
- **Writing Assignment 2) Song Analysis:** You will write a three page critical analysis of any song of your choosing from any genre or time period. Carefully analyze the lyrics and describe what their deeper meaning may be.
- **Writing Assignment 3) Counterarguments Essay:** You will find two articles from either a news source or database about the same topic, but each with a different point of view. You will evaluate each article’s argument and conclude which you believe provided the most compelling argument and why. This essay will be four pages: two on your first article, and two on your second with an introduction and conclusion.
- **Writing Assignment 4) Argumentative Research Essay:** This is your final and largest major writing assignment. You will write a five to six page argument on any topic of your choosing and include a minimum of four outside, scholarly sources. You may build upon your Counterarguments Essay as a starting point. This is not and informative paper—you must argue an opinionated, debatable thesis and use your research to back up your claim.

**Final—5%:** On the final class day you will write a one page, self-evaluation of your time in this course. You will have the entire class period to work. If you do not attend the final, you will receive a zero on the assignment.

**Grading**

- **A Paper (90-100):** A paper of this level meets all of the assignment’s requirements and denotes key understanding of its genre and content. The writing is professional and extremely effective, with very little grammatical and formatting errors (if any at all).
- **B Paper (80-89):** A paper of this level meets the assignment’s requirements and denotes an understanding of its genre and content. The writing is good, but may contain some minor issues in style, grammar, or formatting.
- **C Paper (70-79):** A paper of this level meets the basic requirements of the assignment. There may be a slight misunderstanding of its genre and content. The writing is average and may contain frequent errors.
- **D Paper (60-69):** A paper of this level barely meets the requirements of the assignment and denotes little to no understanding of its genre and content. The writing is slightly below average has frequent errors.
- **F Paper (0-59):** A paper of this level does not meet any of the assignment’s requirements and denotes no understanding of its genre and content. The writing is below average, unprofessional, and contains frequent errors or is completely illegible.
Extra credit opportunities may sometimes be available during the semester, but not upon request. If you wish you increase your grade, you may go back and make further edits to a final draft of a major assignment. This can be done up to three times—either multiple times to one or two assignments, or once on three different assignments. Because it will be submitted on the final class day, this option will not be available for Writing Assignment 4.

**Late Work**

I accept late work, but five points are removed for each day late. For example, if you turned in an assignment five days late, you would receive 25 points off and begin the paper at 75%. A late assignment is graded with the same scrutiny as an on-time assignment, so keep this in mind. Still, I encourage turning in assignments for partial credit—anything is better than a zero!

Extensions can be negotiated for reasons such as health or family related emergencies. Sometimes things happen that are completely out of our control. I understand that. Please be sure to email me promptly if an extension is ever needed. Extensions cannot be provided for Writing Assignment 4, nor the final exam.

**In-Class Policies**

- Remember: manners matter! A large portion of our class is discussion based, so please be kind to your fellow classmates. No interrupting or shouting. We are in this class to learn how to express our opinions in a constructive, professional way.
- Food and drinks are fine, but please clean up after yourself!
- No phones (if this is your only device you can use during a free work period, that’s okay. Just don’t use it during lecture or discussion).
- No headphones in the classroom (you may listen to music if we have a free work period, but this is the only exception).
- Do not sleep in class

**Student Resources**

**AARC:** The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. They are Lumberjack students helping other Lumberjack students stay strong and reach their full potential. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, and student instructor groups and learning teams both led by students who have successfully completed the course. [http://www.sfasu.edu/aarc](http://www.sfasu.edu/aarc)

- **OWL:** For a personalized overview of any paper for any class, submit your paper to the Online Writing Lab OWL in D2L for quick online feedback. Writing Tutors will check for basic paper structure and grammar to identify types of errors. Allow 48 hours for response. [http://www.sfasu.edu/sites/default/files/2018-03/owl-how-to-use.pdf](http://www.sfasu.edu/sites/default/files/2018-03/owl-how-to-use.pdf)

- **Contact:** 936.468.4108, aarc@sfasu.edu

**Health Clinic:** SFA’s health clinic offers a full range of medical services (checkups, immunizations, STI testing, etc.). Appointments are required for most visits and usually available
same-day if you call early (8 to 8:30 a.m.) or next day. Urgent work-in appointments are available for minor injuries and asthmatic or allergic reactions. http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic

- **Contact:** 936.468.4008, healthservices@sfasu.edu

**Counseling Services:** Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. They offer both individual and group counseling.

http://www.sfasu.edu/counselingservices/182.asp

- **Contact:** 936.468.2401, counseling@sfasu.edu

**Lumberjack Cares:** SFA prohibits and will not tolerate sexual misconduct because such behavior violates the university’s institutional values, adversely impacts the university’s community interest, and interferes with the university’s mission. The university also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or otherwise participates in an investigation, proceeding, complaint or remediation under this policy. Once the university becomes aware of an incident of sexual misconduct, the university will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence and address its effects. SFA is dedicated to providing an environment of non-discrimination and equal opportunity in its programs and employment opportunities. The Title IX office supports the University’s commitment by offering training, programs and processes that promote an inclusive, diverse and supportive environment consistent with the SFA Way. http://www.sfasu.edu/lumberjacks-care/

**Academic Integrity (A-9.1)**

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
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/.
ENG1301 Tentative Course Calendar

Week 1 (Aug. 24, 26, 28)
Monday:
- Introduce ourselves/attendance (Name, whatever they might like to share)
- Go over syllabus, how to access D2L, etc.
Wednesday:
- In class writing activity
Friday:
- Discussion board due by midnight
- Homework: Read the two chapters of Narrative of the Life of Frederick Douglass, an American Slave posted on D2L for Monday

Week 2 (Aug. 31, Sept. 2, 4)
Monday:
- In class writing and discussion on the reading and writing narratives
- Go over requirements for Writing Assignment 1: Narrative
Wednesday:
- In class writing: brainstorming activity for narrative
Friday:
- Discussion board due by midnight
- Homework: Work on Writing Assignment 1 rough draft due Sep. 11

Week 3 (Sept. 7, 9, 11)
Monday:
- Peer review training
Wednesday:
- In class writing activity on peer review
- Lecture: grammar and sentence structure PowerPoint and activity
Friday:
- Online Peer review day—Rough drafts cannot be submitted any later than noon.
  Peer review responses cannot be submitted any later than midnight on Saturday.
- Homework: Work on your edits final draft due Sept. 18

Week 4 (Sept. 14, 16, 18)
Monday:
- ZOOM check in and free work period.
Wednesday:
- In class writing activity, practice analysis
Friday:
- Final drafts due—turn in online no later than midnight.
- Discussion board due by midnight
- Homework: Read “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” by Laura Bolin Carroll for Monday
Week 5 (Sept. 21, 23, 25)
Monday:
- In class writing activity on the reading
- Lecture: How do we analyze a text?
- Go over requirements for writing assignment 2: critical analysis of a song
- Brainstorming activity
Wednesday:
- Practice analyzing together as a class and then individually
Friday:
- Discussion board due by midnight
- Homework: Work on Writing Assignment 2 rough draft due Oct. 2

Week 6 (Sept. 28, 30, and Oct. 2)
Monday:
- ZOOM check in and free work period
Wednesday:
- In class writing activity, practice analysis
Friday:
- Online Peer review day—Rough drafts cannot be submitted any later than noon.
  Peer review responses cannot be submitted any later than midnight on Saturday.
- Homework: Work on your edits final draft due Sept. 9

Week 7 (Oct. 5, 7, 9)
Monday:
- ZOOM check in and free work period
Wednesday:
- In class writing activity
Friday:
- Final drafts due—turn in online no later than midnight.
- Discussion board due by midnight
- Homework: read “‘Skeptics May Object’: Planting a Naysayer in Your Text” from They Say, I Say for Monday

Week 8 (Oct. 12, 14, 16)
Monday:
- In class writing: questions and reactions to the reading and discussion board
- Class discussion: Why is addressing counterarguments important?
- Go over requirements for writing assignment 3: counterarguments
- Go over library and online resources
Wednesday:
- Lecture: logical fallacies and acknowledging bias.
- In class writing activity
Friday:
- No discussion board, work on writing assignment 3 rough draft due Oct. 23
Week 9 (Oct. 19, 21, 23)
Monday:
- MLA lecture
Wednesday:
- In class writing activity: rewrite of your dialogue discussion board (make sure to review these!)
Friday:
- Online Peer review day—Rough drafts cannot be submitted any later than noon. Peer review responses cannot be submitted any later than midnight.
- Homework: Work on your edits final draft due Oct. 30

Week 10 (Oct. 26, 28, 30)
Monday:
- ZOOM check in and free work day
Wednesday:
- In class writing activity
Friday:
- Final drafts due—turn in online no later than midnight.
- Discussion board due by midnight
- No homework! Have a fun Halloween! 😊

Week 11 (Nov. 2, 4, 6)
Monday:
- In class writing activity
- Class discussion: why are arguments important? How do we approach them in a constructive way?
- Go over requirements for writing assignment 4: argumentative research paper
Wednesday:
- Thesis formula in-class writing activity
Friday:
- Discussion board due by midnight
- Homework: work on writing assignment 4

Week 12 (Nov. 9, 11, 13)
Monday:
- TBA
Wednesday:
- In class writing activity
Friday:
- No discussion board, continue work on writing assignment 4 rough draft due Nov. 20

Week 13 (Nov. 16, 18, 20)
Monday:
- Big check in and Q and A
Wednesday:
Free work day, no class

Friday:
- Online Peer review day—**Rough drafts cannot be submitted any later than noon. Peer review responses cannot be submitted any later than midnight.**
- Homework: Work on your edits **final draft due Dec. 7**

**Week 14 (Nov. 23, 25, 27)**

NO CLASS—THANKSGIVING BREAK

**Week 15 (Nov. 30, 2, 4, and 7)**

There will be no class meetings during dead week. We may have a ZOOM meeting during this time to touch base about any questions. I will have office hours open during this time for any questions as well. **All final papers must be submitted by noon on Dec. 7. A final exam question will be posted on Dec. 7 and be due by midnight.** After that, you may enjoy your Christmas break! 😊