Message from the AARC: Visit the SFA Academic Assistance and Resource Center
The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

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.

ENGL 1301: Rhetoric and Composition: Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

English 1301 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).

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.
The table below indicates the core objectives addressed by this course

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</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>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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Credit Hour Justification
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.

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Percentage</th>
</tr>
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<tbody>
<tr>
<td>Essay 1: Narrative</td>
<td>Final Draft: 9/13</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 2: Analysis</td>
<td>Final Draft: 10/4</td>
<td>15%</td>
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<tr>
<td>Essay 3: Synthesis</td>
<td>Final Draft: 11/1</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 4: Argument</td>
<td>Final Draft: 11/29</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Reading Assignments:</strong></td>
<td><strong>Annotations and Discussion Board</strong></td>
<td>Weekly Modules</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>Weekly Modules</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
<td>Attending f2f class meetings prepared to write and workshop; commitment to heavy revision, completing modules on time (including peer/group work as assigned)</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Final Grade Breakdown</th>
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</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
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<tr>
<td>F</td>
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</tbody>
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**Schedule Summary**
- Weeks 1 – 3: Narrative Essay
- Weeks 4 – 6: Analysis Essay
- Weeks 7 – 10: Synthesis Essay
- Weeks 11 – 15: Argument Essay

**Class Materials**
- Writer’s Notebook (spiral, journal, etc.)
- Folder in which you will keep current drafts of your writing.
- Course readings posted on Brightspace ([Writing Spaces](Writing%20Spaces) and [Rhetoric%20and%20Composition%3A%20A%20Guide%20for%20the%20College%20Writer](Rhetoric%20and%20Composition%3A%20A%20Guide%20for%20the%20College%20Writer))
- Access to a computer, printer, and Brightspace

**Hybrid Schedule**
This is a hybrid online / face-to-face class. You will complete most assignments through modules on our Brightspace page. Once each week, you will come to class and workshop your writing or participate in an active learning activity. I will organize you into two groups. Group A will come to class on Mondays, group B on Wednesdays.

**Brightspace Modules**
All course materials and assignments are in our Brightspace modules. A new module will open on Monday mornings at 8:00 am. You have until the following Sunday at 11:59 to complete the assignments in that week’s module.

Annotations and Discussion Boards
Most reading assignments require you to upload an example of an article that you annotated with markup and marginal notes. You will also post on a weekly discussion board, sharing something that you learned from the readings. The first module teaches you how to complete both assignments.

Writing Groups
During most face-to-face class meetings, you will workshop your research and writing with a group of your peers. We will follow social distancing requirements, which means that you can’t exchange print drafts. Instructions for exchanging digital drafts and preparing for workshops are included in the week three module.

Conferences
We will schedule one or two conferences during the semester. Conferences are a chance for us to talk one-on-one about your writing and progress in the course. All conferences will be held via ZOOM.

Participation and Attendance
Our class meetings focus on active learning. This usually means participating in a writing group where you will get feedback on your writing efforts. The participation grade includes attending class when your group is scheduled to meet, coming to those meetings prepared to write and workshop. It also includes a commitment to heavy revision throughout the process of completing each essay and completing modules on time. You have two unexcused absences over the course of the semester. Three – five unexcused absences will negatively affect your participation grade. You will fail the class at six or more unexcused absences.

Excused absences: All university-sponsored events are excused absences. I do not require doctor’s notes when you are sick. You can contact the Office of Student Rights and Responsibilities (OSRR) to request an absence notification be sent to your instructors.

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
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

Late Work
Each week’s module must be completed by Sunday at 11:59 pm unless otherwise noted in the module. Instructions for how to prepare for face-to-face meetings will be posted as a news item each week. Your participation grade will be negatively affected if you are regularly late with work or are not prepared for class.

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/.

Statement as a Responsible Employee / Lumberjacks Care
SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the university’s Title IX coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/Lumberjacks-care.