Instructor: Andrew Brininstool
Department: English and Creative Writing
Office Location: LAN-256
Phone Number: (936) 468 – 5759¹
Email: brininsta@sfasu.edu

Class Location: T.E. Ferguson Room 171
Class Meeting Times: MW 2:30 – 3:45

Office Hours: MW 4 – 6pm
             TR 12 – 2pm

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 Student Rights and Responsibilities. 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.


Please Note: This course is listed as a “traditional, Face-to-Face Instructional Method” style lecture. On the other hand, the Office of Institutional Effectiveness, in accordance with other guidelines, has placed limitations on how many students may be in particular classrooms at one time. For our classroom, Ferguson 171, the cap has been placed at twelve (12).

This means we will be placed in Cohort groups. Your Cohort group is available on our D2L website. Please download it and keep it handy.

- The groups were created at random, using a generator
- You are required to attend in-person classes on the dates listed for your cohort
- You are required to Zoom in / Chat via D2L for the class dates in which you will not meet here in Ferguson 171
- Attendance will be taken every day, for every student on the class roster

¹ My office phone is answered only during office hours. The best way to reach me is via the email address provided above.
Course Description
ENGL1301 “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, student 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 Description Revisited
Throughout the course of this semester, it is my hope that we begin to view ourselves as writers and begin to read, analyze and interpret texts in an active and critical manner. This course will employ lecture, reading, writing, discussion and group work in order to facilitate this goal. English 1301 is a course intended to develop the writing skills you will need in order to tackle your future collegiate tasks; further, your development as a critical reader and writer will assist you tremendously outside academe; regardless of your field, there is a greater than zero chance that you will need to use written communication in order to succeed.

Texts
All texts—readings, films, etc.—will be supplied to you by the instructor. Please purchase a notebook to serve as a journal and a folder for handouts. I will check the journal throughout the semester.

Assignments
Minor Paper One – Textual Analysis 100
Essay One / Group Presentation – Advertising Analysis 200
Minor Paper Two – Embedded Writing 100
Essay Two – Narrative Writing 200
Journal Maintenance 100
Participation and Discussion 100
Final Essay 200
Total 1,000

Grading Scale:
A – 1,000 to 900
B – 890 to 800
C – 790 to 700
D – 690 to 600
F – 590 to 000

Nota bene
The ten points marked “Professionalism” is purposefully broad. In short, the
category includes discussion, the decorum one presents, and reading. Because this is an English class, it is sinful not to read. If, on a particular day, it becomes evident that I am the only one who has read, a quiz is highly likely. Quizzes fall under professionalism; whether or not quizzes will become part of this class’s makeup is entirely up to you. The only thing I can promise is that the quizzes will be worse than actually reading. Immature behavior—texting in class, falling asleep, etc.—will not be tolerated.

Attendance Policy
Mandatory. You are allowed two (2) absences. Your third absence will result in a half-letter grade reduction. Your fourth absence will result in a failing grade. I take roll within five minutes of the beginning of class.

Late Work
Unacceptable. Unless you and I have come to an agreement, assume the following: I do not accept late work.

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 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 that is available to help SFA students succeed.

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/.

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

Student Learning Outcomes for English 1301

ENG 1301 learning outcomes are the goals that students must meet as part of the Freshman Composition requirements. 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).

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.

Withheld Grades Policy (A-54)
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.

Accommodations
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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.

### Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Course Happenings</th>
<th>Cohort Present in Class</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td><strong>Via Zoom</strong></td>
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<tr>
<td></td>
<td>Introduction to Course</td>
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<td></td>
<td>Class-wide Analysis</td>
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<td></td>
<td>Journal Entries 1 &amp; 2</td>
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<tr>
<td></td>
<td>None</td>
<td>8/26 - C1</td>
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<tr>
<td>Aug 31</td>
<td>Journal Entry 3</td>
<td>8/31 – C2</td>
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<tr>
<td></td>
<td>Minor Paper One Due</td>
<td>9/2 – C3</td>
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<tr>
<td>Sept 7</td>
<td>Group Formation</td>
<td>9/7 – C1</td>
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<tr>
<td></td>
<td>Lecture, Image Analysis</td>
<td>9/9 – C2</td>
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<tr>
<td></td>
<td>Journal Entry 4</td>
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<td></td>
<td>Image Analysis Begins</td>
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<tr>
<td>Sept 14</td>
<td>Continuation of Image Analysis</td>
<td>9/14 – C3</td>
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<td></td>
<td>Lab Work</td>
<td>9/16 – C1</td>
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<td>Sept 21</td>
<td>Group Presentations</td>
<td>9/21 – C2</td>
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<td>Essay One Due</td>
<td>9/23 – C3</td>
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<td>Journal Entry 5</td>
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<tr>
<td>Sept 28</td>
<td>Journal Entries 6 &amp; 7</td>
<td>9/28 – C1</td>
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<tr>
<td></td>
<td>Minor Paper Two Beginning</td>
<td>9/30 – C2</td>
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<tr>
<td>Oct 5</td>
<td>Minor Paper Two Due</td>
<td>10/5 – C3</td>
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<td></td>
<td>Introduction to Narrative Writing</td>
<td>10/7 – C1</td>
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<tr>
<td>Oct 12</td>
<td>Essay Two Due</td>
<td>10/12 – C2</td>
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</tbody>
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2 From *Merriam-Webster*: *Tentative* is from the Latin *tentare* ("to attempt"), and its original meaning was “attempted, provisional, experimental.” It is easy to see how this emphasis on trial and error led to the word’s current sense “not fully worked out or developed” (as in "a tentative date," "tentative plans," "a tentative job offer"). The “hesitant, uncertain” sense that is also common nowadays (as in “a tentative knock on the door”) extends the idea of an unripe attempt to the uncertain emotional state of the person making the attempt.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Oct 19</td>
<td>Introduction to Argument Logical Fallacies Toulmin Model Journal Entry 9</td>
<td>10/19 – C1 10/21 – C2</td>
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<tr>
<td>Oct 26</td>
<td>MLA Citation Final Workshop</td>
<td>10/26 – C3 10/28 – C1</td>
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<tr>
<td>Nov 2</td>
<td>Rough Drafts Due Peer Workshopping</td>
<td>11/2 – C2 11/4 – C3</td>
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<td>Nov 9</td>
<td>Workshopping Round Two</td>
<td>11/9 – C1 11/11 – C2</td>
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<td>Nov 16</td>
<td>Revision Techniques</td>
<td>11/16 – C3 11/18 – C1</td>
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<tr>
<td>Nov 23</td>
<td>THANKSGIVING</td>
<td>NO CLASSES</td>
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<tr>
<td>DECEMBER TBD</td>
<td>Final Essay Due</td>
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