ENG 1301.027 – Rhetoric and Composition  
Department of English & Creative Writing

**Instructor:** Andrew Markus  
**Time:** 11:00 PM - 12:15 PM T/TR  
**Room:** Ferguson 171  
**Email:** markusaj@jacks.sfasu.edu (Please contact me through this email rather than D2L. I read and respond to emails within the business week, M-F 8:00 a.m.-5:00 p.m.)  
**Office:** Ferguson 283 (in the aisle of offices)  
**Office Hours:** 3:30 – 5:00 p.m. Tuesday or by appointment (in person or through Zoom)

**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.  

**Required Texts**  
*Lumberjacks Write* (to be provided by the English Department)  
*They Say/ I Say* by Gerald Graff and Cathy Birkenstein (3rd or 4th edition)  
*Rhetoric & Composition* Wikibook  
All other course materials will be provided through D2L

**Catalog Description**  
Credits: 3  
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 ENG 133H. Must earn a grade of C or higher to be admitted to ENG 132. Course fee $10. (ENGL 1301)  
**Prerequisite(s):** acceptable THEA score or at least a C in IRW 099

**Course Description**  
Welcome to ENG 1301!  
Our class will focus on establishing and refining core academic skills centered on communication, presentation, and academic literacy. In addition to constructing formal written essays and developing the knowledge base needed maneuver through an academic setting, you
will have the opportunity to find your writing voice and support your ideas with logic and style. This course will combine in-class skill building with online selections of videos and readings, and each week will help familiarize you with the skills and practices needed as assignments become more complex. Finally, I will be showing you the resources and strategies that I and other academics use to make the writing process much easier.

I recognize that this semester presents new challenges for all of us. I will make mistakes, and you might, also. Please contact me if you have concerns, and I will try to help in any way I can. Going forward, it will be vital to treat one another with patience and respect, and I am willing to make all reasonable accommodations as we get our footing. I look forward to working with all you!

Disclaimer
The instructor reserves the right to change the syllabus, assignments, policies, and schedules as needed to meet the needs of students and with ample notice. Generally, I do this only if I feel the class would benefit from extra time to review material or work.

Course 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.

Student Learning Outcomes for ENG 131
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).

Grades
Your work is being graded not only for its quality, but also for the amount of effort and thought you demonstrate. I will be looking for quality documents relatively free of easily fixed grammatical errors (the ones Word shows), formatted appropriately, and following all of the instructions detailed on the assignment sheet. Please check your work against sample documents to ensure you follow the guidelines.

More than this, do everything in your power to protect your grade. Turn work in on time to maximize the points you can earn, complete the recommended edits for your final draft to raise its grade, and keep pace will the course schedule. Even if you make mistakes, you can mitigate their damage by putting your best foot forward and asking for help when you need it.

❖ A paper: This paper meets all the requirements of the assignment, is professional and largely clear of grammatical errors. The organization is clear and logical, the thesis is apparent and reasonable, and the evidence supporting the claims is well chosen. This paper is smooth, engaging, and insightful about its subject.
❖ B paper: This paper meets all the requirements of the assignment, is fairly professional and is mostly clear of grammatical errors. This paper is not as sophisticated as an A paper but makes its point clearly and well with useful evidence.
❖ C paper: This paper is average. It demonstrates a clear attempt to complete the assignment and meets most of the requirements. The thesis is difficult to find or understand, but it is still there. The evidence relates to your claims but is not the best or is misused. There are unprofessional issues (like missing MLA or avoidable typos) and several grammatical issues.
❖ D paper: This paper fails to meet many of the requirements of the assignment, has poor organization, careless errors, and shows a lack of effort. The thesis is underdeveloped or absent, and the evidence is poor or irrelevant. It has glaring and recurrent grammatical errors.
❖ F paper: This paper does not follow the assignment guidelines, does not meet the word count, or is illegible. This paper may lack a thesis or make claims that it does not support with evidence. It is grammatically unsound.
Assignments

Rough Drafts: Rough drafts should meet all the requirements of the assignment and represent significant effort on the student’s part. This means it has all components of the assignment, meets word/page count, and follows instructions. They count for one third (1/3) of the assignment’s grade.

Final Drafts: I give extensive feedback on all rough drafts for major assignments. When you submit your final draft, I expect the edits I have given to be made to your essay. This means reading my feedback and incorporating it along with your own edits, developments, and corrections. You may not incorporate all of my edits, but the draft must reflect an active attempt to refine and improve your work. **Failure to significantly edit your final draft will result in a zero (0) until the corrections have been made.** The highest possible grade you can receive after failing to make edits when submitting is a seventy (70).

❖ Summary (Major assignment, 15%): You will summarize the main idea and supporting claims in one of the provided articles and will then analyze the article for its effectiveness. Remember that your summary should not have any of your opinion, and your analysis should always be supported by pulling quotes and evidence from the text.

❖ Website Review (Major assignment, 15%): This assignment requires you to select a website you enjoy working with (with my approval) and conduct an in-depth review of how effectively it engages its audience. You will evaluate professionalism, organization, style, and credibility while citing specific examples to support your findings.

❖ Annotated Bibliography (Major assignment, 15%): The last half of the course emphasizes your ability to build an argument. This assignment will be the foundation for your last major assignment, so it is important to do your best now. You will annotate a set of 5 scholarly sources and find one additional academic source related to the material. Each annotation should include a correct MLA citation, a word summary, an analysis of its credibility and potential used in your research paper, and useful quotes.

❖ Persuasive Essay (Major assignment, 25%): This is the longest assignment of the class at 1500-1800 words, but do not be daunted. You should be well versed in your subject by the time you start this, so now you need to take a stance on your issue and form a thesis asserting or cautioning against a course of action. Your essay will need you to address several key points supporting your stance, and each of these points must be supported by secondary sources (ideally the same sources you annotated but look for others when your sources aren’t helping you make your case).

❖ Final (Major assignment, 5%): We will discuss this later in the semester. Compared to the other major assignments, this one should be relatively brief.

❖ Daily Work, Participation, & Attendance (25%, averaged over all activities): In light of our new class arrangement, your general engagement with the course will be measured primarily through weekly quizzes and assignments. These are available on Monday and due by Saturday before midnight. The quizzes will cover materials assigned that week, and you may retake them as many times as you like. They will become permanently unavailable after Saturday and will not be extended except under the most extreme
circumstances (illness, death, or severe weather). Please complete them with time to spare to protect your grade.

In addition to the quizzes, this grade will be used to score your participation in peer review and your general performance in the class. Your score will lower if you miss class frequently or disrupt class, and, reversely, may increase if you demonstrate great effort or attitude throughout the semester. These scores are factored in at the end of the semester.

**Attendance**
Everyone has two (2) unexcused absences for which there are no penalties. After this, all absences not approved by the school will be counted against your final grade. Each absence drops your daily/participation grade by five percent (5%). Seven absences or more will result in an automatic F for the course. If you are aware that you will need to miss class at some point, please let me know. University sponsored events that will require you to miss should be addressed with me well in advance. If there are complicated circumstances, it is in your interest to meet with me and discuss them so we can devise a game plan. You are responsible for all work/notes you miss. I will not give a private lecture. In-class assignments cannot be made up. All major assignments are due on the assigned day regardless of your attendance unless we have made prior arrangements.

**Preparedness**
This is critical. The new format of the class puts a great deal of your learning experience in your control. It is up to you to complete readings and quizzes before they are due, but this also allows you to directly control a large portion of your grades. Failure to complete readings can also hamper your ability to work on in-class assignments. I recommend setting aside a few hours a week at regularly intervals to give yourself time to complete all readings and assignments.

**Behavior**
More than any individual skill you might gain in this class, learning how to treat your peers with respect and successfully navigate the academic environment is a crucial development. I want to encourage you to befriend one another, share notes, proofread each other’s papers, and establish healthy, professional relationships with the people around you. This is especially useful when you need to speak with your professors or get help from them.

Every student should be comfortable speaking and expressing their ideas in the classroom setting. You do not have to agree with them, but you do have to treat them with respect.

**In-class Policies:**
- No phones out unless expressly permitted
- Food and drink are allowed so long as you are not noisy and do not make a mess
- Do not sleep in class
- Do not chat during lecture (that doesn’t mean don’t ask questions)
- Do not mock, bad mouth, provoke, or harass other students
Do not belittle others because of different stances

This is just a general guideline for student behavior. You are adults. I know you know what is and isn’t appropriate for class. If you are disruptive, I will give you a warning, and if you continue, I will ask you to leave (which is an absence). Persistent disruption or failure to participate in class will negatively impact your grade.

Outside of Class: Being rude doesn’t help you and doesn’t help me. I will treat you with courtesy and I expect the same. If you email me, please send a polite email as described in this link: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087. Please be punctual to the agreed upon meeting time. Consider how it reflects on you to submit work late, to turn in material you are aware is underdeveloped, or to deal discourteously with me or others. You will find your experience much more pleasant if you put your best foot forward. Also, make sure to spell names correctly. It’s an act of courtesy that will carry you far.

I check and respond to emails within the business week (M-F, 8:00 a.m. - 5:00 p.m.), so I strongly advise emailing me any questions you have well in advance to ensure you have time to get and apply my feedback.

Submission Policy & Late Work
Major assignments and other graded works in a digital medium are due in D2L by Friday at midnight and Saturday at midnight respectively. 5% will be deducted if you turn it in later that day. If you submit it the next day, it becomes a 10% penalty and every additional day late adds another 10% penalty. This continues until your highest possible grade is a seventy (70). You may still submit late work within thirty (30) days of the due date. Late rough drafts may prevent you from getting feedback in a reasonable time, but you are still responsible for submitting your final draft when due unless you have worked out a plan with me.

All submitted assignments:
- Should be in MLA format
- Submitted to the assigned D2L dropbox
- Should not be sent through email
- Should not be delivered in print
- Will be counted late if they are submitted anywhere but the assigned dropbox

Withheld Grades
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.
**Academic Integrity/Plagiarism**
This class aims to prepare you for any future writing you might face. For this reason, plagiarism of any sort is a disservice to yourself. **All major assignments will make use of Turnitin**, which will check for different kinds of plagiarism. If it shows significant signs of academic dishonesty, it will be penalized according to the severity. If you have concerns about an assignment, please come speak with me during office hours.

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. If you are caught cheating or plagiarizing in my class, my findings will be discussed with you to determine punishment, which might be giving you a failing grade.

To clarify, 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.

**Discrimination/Sexual Harassment**
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources for Policy E-46.

**Resources:**
- SFA Counseling Services
  Phone: (936) 468-2401, Email: counseling@sfasu.edu, SFACounselingClinic@sfasu.edu
- SFA Student Health Clinic
  Phone: (936) 468-4008 Email: healthservices@sfasu.edu
- Office of Violence Against Women
  Phone: (936) 468-2133
- Family Crisis Center of East Texas – Campus Office
  Phone: (936) 468- 7233, (800) 828-7233 (24-hour crisis line)

**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/. Phone: (936) 468-3004, Hours: Mon – Fri, 8 a.m. – 5 p.m.

Mental Health
Taking care of your mental health is an important part of succeeding in college. Seriously, take the time to get some sleep, eat a nice meal, and take some personal time. Budget time for work and play, and when you are feeling overwhelmed you can talk to professionals on campus. The SFA Counseling Clinic is at your disposal and your tuition has already covered it. Phone: 936-468-2401, Location: Rusk Building 3rd Floor, Email: counseling@sfasu.edu. Office Hours: M-F 8:00 a.m. - 5:00 p.m. Appointments: http://www.sfasu.edu/counselingservices/104.asp

Learning Resources
There are a variety of services available to students to make your work more navigable.

❖ **AARC**: The Academic Assistance and Research Center in the library provides tutoring in a wide variety of subjects, including English. They can help you work through issues in your paper and develop specific skills you need to hone. Please remember they are there to help you, not do your work for you. Treat them with respect. Phone: 936-468-4108, Location: Ralph W. Steen Library 1st Floor, Email: aarc@sfasu.edu. They offer:
  o Walk in tutoring for students looking for quick help
  o Digital services through the Online Writing Lab (check D2L)
  o 1:1 Appointments (online and in-person) winfieldkl@sfasu.edu.

❖ **OWL**: An extension of the AARC, the Online Writing Lab is designed to give you feedback on your papers. Many students find it highly advantageous to have another set of eyes on their paper. This has the added benefit of not requiring you to set up an appointment or travel from your residence.

❖ **Grammarly**: Though it is by no means infallible, Grammarly is sometimes helpful in spotting errors in our papers that we simply skip over. This also helps for things like sending emails, making thoughtful comments online, or any other digital writing.

❖ **Microsoft Word**: Make sure you pay attention when Word is underlining any of your writing. Use its feedback. It isn’t always right, but make sure before you ignore any suggestions.
❖ Purdue Owl: It is impossible to overstress the usefulness of Purdue Owl. From figuring out what you need to do in a writing assignment, to MLA guidelines, to grammatical help, Purdue is a very useful tool to quickly search out a solution to your problems.

Schedule
STUDENTS: For specific daily reading materials, please refer to the week’s corresponding schedule in D2L. This calendar provides only a general idea of the reading and is not comprehensive. All readings must be completed BEFORE the next class so we can discuss them.

Please look ahead to the upcoming day and make sure you have all the materials you will need to participate in class (Pens, pencils, notebook paper). This means having printed copies of articles and materials we will be working on. Alternatively, you may use your laptop if you have one. For the Website Review, I recommend bringing printed screenshots if you will not be using a device to access your site in class.

Tentative Schedule

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<th>Week</th>
<th>Subject</th>
<th>Work</th>
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| 1 Aug. 25th/27th | • Syllabus  
• Navigating D2L  
• Plagiarism  
• Introduce Summary Assignment  
**In Class:** Introductions, Tour D2L, Syllabus, Summary Assignment  
**Reading:** Her Point Is: The Art of Summary | • Week 1 Quiz Due: Aug. 29th |
| 2 Sept. 1st/3rd | • Proper Formatting  
• Elements of Essay  
• Thesis  
• What Summary Is  
**In Class:** Review Reading, Formatting Demonstration, Group Summarization  
**Reading:** They Say: Starting with What Others Are Saying  
Virginia Kearney – How to Paraphrase Correctly | • Week 2 Quiz Due: Sept. 5th |
| 3 Sept. 8th/10th | • Grammarly, Word, & Google Docs  
• What Essays Do  
• Annotating a Text  
• How and Why We Workshop  
**In Class:** Outlining They Say/I Say, Peer Review  
**Reading:** I Take Your Point: Entering the Class Discussion | • Summary Rough Draft Due: Sept. 11th  
• Week 3 Quiz Due: Sept. 12th |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Virginia Kearney – Summary, Analysis, &amp; Response</th>
<th>Other Notes</th>
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| 4    | Sept. 15<sup>th</sup>/17<sup>th</sup> | ● Outlook  
● Etiquette  
● Emails  
● Revising & Editing  
● **In Class:** Building an Basic Essay, Get Help with Edits  
● **Reading:** Wikibooks – Rhetoric Comp – Rhetorical Analysis | ● Week 4 Quiz Due: Sept. 19<sup>th</sup> |
| 5    | Sept. 22<sup>nd</sup>/24<sup>th</sup> | ● Introduce Website Review  
● Critical Reading: Do We Trust You?  
**In Class:** Evaluating an Email or Site, Start Drafting  
**Reading:** As a Result: Connecting the Parts | ● Summary Final Draft Due: Sept. 25<sup>th</sup>  
● Week 5 Quiz Due: Sept. 26<sup>th</sup> |
| 6    | Sept. 29<sup>th</sup>/Oct. 1<sup>st</sup> | ● Reading for Rhetoric  
● Making Someone Trust You  
● Acknowledging Limits and Other Views  
**In Class:** Peer Review and Conference Signup  
**Reading:** Writing Spaces – Assessing Source Credibility for Crafting a Well-Informed Argument | ● Website Review Rough Draft Due Oct. 2<sup>nd</sup> |
| 7    | Oct. 6<sup>th</sup>/8<sup>th</sup> | ● Individual Conferences  
● Introduce Annotated Bibliography  
● Fallacies  
● Bad Writing Tactics  
  ○ Assuming others agree  
  ○ Being overly general  
  ○ Relying on “shared” morals  
  ○ Not linking ideas, accidental red herring  
  ○ Attacking the opponent  
**In Class:** N/A  
**Reading:** Virginia Kearney – Annotated Bibliography Guide | ● Week 7 Quiz Due Oct. 10<sup>th</sup> |
| 8    | Oct. 13<sup>th</sup>/15<sup>th</sup> | ● Introducing EBSCO & the Library  
● Gauging a Source  
**In Class:** Looking for Sources  
**Reading:** But Don’t Get Me Wrong: The Art of Metacommentary | ● Website Review Final Draft Due Oct. 16<sup>th</sup>  
● Week 8 Quiz Due Oct. 17<sup>th</sup> |
| 9    | Oct. 20<sup>th</sup>/22<sup>nd</sup> | ● Introducing Citations  
● Why We Cite  
**In Class:** Citation Practice, Peer Review  
**Reading:** Skeptics May Object: Planting a Naysayer in Your Text | ● Annotated Bibliography Rough Draft Due Oct. 23<sup>rd</sup>  
● Week 9 Quiz Due Oct. 24<sup>th</sup> |
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<th>Date</th>
<th>In Class</th>
<th>Reading</th>
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| 10 Oct. 27th/29th | • Introducing Counter Arguments  
• Argument Etiquette  
• Uncommon Citations  
• Works Cited  
In Class: Stance/Rebuttal Justification Exercise and Uncommon Citation Practice  
Reading: As He Himself Puts It: The Art of Quoting  
**Virginia Kearney** – Writing a Thesis | • No Quiz, Enjoy Halloween |
| 11 Nov. 3rd/5th | • Making an Argument  
• Building a Defensible Thesis  
• Evidence & Support  
In Class: Outlining Your Argument & Evidence  
Reading: Center for Writing Studies: Thesis Statements | • Annotated Bibliography Final Draft Due Nov. 6th  
• Week 11 Quiz Due Nov. 6th |
| 12 Nov. 10th/12th | • Introduce the Final  
In Class: Essay Drafting  
Reading: What’s Motivating the Writer: Reading for the Conversation | • Week 12 Quiz Due Nov. 13th |
| 13 Nov. 17th/19th | • Material Review and Catchup  
• Common Errors and Mistakes  
In Class: Peer Review, Student Check-In, Conference Signup  
Reading: N/A | • Research Paper Rough Draft Due: Nov. 20th  
• Week 13 Quiz Due Nov. 20th |
| 14 Nov. 24th/26th | • Thanksgiving, get some rest |  |
| 15 Dec. 1st/3rd | • Class Is Only Online  
• Review Recommended Class Edits  
• Zoom Q&A  
• Individual Conferences  
In Class: N/A  
Reading: N/A | • Week 15 Quiz Due 4th |
| 16 Dec. 8th/10th | • Finals | Research Paper Final Draft Due Dec. 8th by 11:59 p.m. |