English 1301.507 || Rhetoric and Composition Fall 2020

Dr. Eralda L. Lameborshi  
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Office: Liberal Arts 210  
Meeting: Fully online and via Zoom, August 24 – October 14  
Office Hours: Mondays and Wednesdays 10 – 12:30 pm, via Zoom, or by Zoom appointment  
Department: English and Creative Writing

What We Will Be Doing:

This section of ENGL 1301 “Rhetoric and Composition” (3 credits) is fully online, and will also implement Zoom meetings. 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. Given our online format and the ample amount of writing we will be doing in online discussions, some of these assignments will employ various formats. Students will also present to the class a 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.

ENGL 1301 “Rhetoric and Composition” (3 credits; fully online) meets online for 8 regular weeks during the semester. In English 1301, students study and practice the writing process and the skills of writing with a focus on analytical reading and writing. Students read and write a range of essay types, including expressive, explicatory, analytical, and persuasive. Essay assignments address rhetorical analysis and critical responses to close readings of texts. Students in English 1301 are required to write a minimum of four formal essays (totaling at least 25 pages) and complete a final, in-class timed essay. Preparatory work outside class will average 6-8 hours per week.

Prerequisite: Pass or exemption from THEA or a C in IRW 099. Students must earn a grade of C or higher to be admitted to ENG 132.

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.

Zoom Meetings:

• Every Tuesday and Thursday for one hour. Time is to be decided based upon student availability. Attendance is highly encouraged as we will discuss the assigned readings
during each meeting.

- During zoom meetings, I require that you have your video on.

**What We Will Read:**

Reading materials will be listed and provided for you in the Content section of D2L.

**How Your Grade Will Be Calculated:**

The grading standards presented here are general to all the assignments; however, more specific standards (of which you will be made aware) will be attached to each individual assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Writing Project #1 – Personal Response Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Project #2 – Rhetorical Analysis Essay</td>
<td>20%</td>
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<tr>
<td>Writing Project #3 – Persuasive Essay</td>
<td>25%</td>
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<tr>
<td>Discussions</td>
<td>20%</td>
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<tr>
<td>Peer Reviews</td>
<td>15%</td>
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<tr>
<td><strong>Total: 100%</strong></td>
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**Some of Our Goals:**

**General Education Core Curriculum Objectives**

As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 may be assessed:

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

**English 131 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).

The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in ENG 131 you are also enrolling in a **Core Curriculum Course** that fulfills the Written Communication Skills requirement. You will see this course on your D2L list.

At the end of the semester you will complete the Persuasive Essay, which fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. Please note that this only applies to the Persuasive Essay. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

**Crucial Course Objective:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course. This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, race, age, sexuality, political affiliation, socioeconomic status, ability, linguistic background, etc.) on the course topic.

2. Tying current events and local histories centered on the production of social difference into classroom activities.

**Course Policies:**

1. **Communication with your professor:** If you send an email I will answer it that same day if the email was sent between 8am - 3pm on weekdays. If your email was sent after those specified times, I will reply the next morning, or after the weekend. Additionally, when you email follow proper email etiquette. I do not check d2l email, so only send emails to this address: lameborsel@sfasu.edu

   **Note:** I will not reply to any questions the answer to which can be found by carefully reading the syllabus or the assignment prompts.
2. All Writing Projects **must be** turned in on d2l on the due date and time. No make-up work is allowed on major assignments. **Late work** will be penalized 10% of the grade per day that it is late.

3. **It is your responsibility to keep the deadlines and turn in your assignments, quizzes, discussions in the right place on the online course interface.**

4. **Plagiarism**, or turning in work that is not one’s own, runs counter to the most basic purposes of higher education. The minimum penalty for plagiarism will be failure of the assignment. In repeated cases, the penalty is failure of the course and filing paperwork with the academic dean. See SFA policy regarding plagiarism.

5. All work needs to adhere to **MLA format** with appropriate documentation.

6. You may not use essays or assignments you have previously written.

7. I will not accept emailed assignments, unless I have instructed you to do so.

8. All students will be graded on their ability to: 1. Achieve the goal of the specific assignment 2. Efficiently and effectively communicate through writing 3. Properly format the work and 4. Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

**Acceptable Student Behavior:**

Online 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. Insulting, dismissive, and insensitive posts will not be tolerated. I expect you all to engage in a responsible way online, respecting everyone and treating everyone with dignity.

Students who disrupt the learning 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 what behavior is appropriate/inappropriate in the online classroom. Students who do not attend class 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 available to help SFA students succeed.

**What is Academic Dishonesty/Plagiarism:**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Withheld Grades Semester Grades Policy:

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 the SFA website.

AARC:

The Academic Assistance and Resource Center provides free peer tutoring for many entry-level courses. The AARC provides on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor reviews and learning teams both led by students who have successfully completed the course.

Tutors can guide writers on specific kinds of sentence level support and overall essay coherence by offering suggestions that do the following:

- *clarify* grammar rules,
- *explain* writing conventions,
- *provide* samples of writing that exemplify the topic being discussed,
- and *guide* writers as they revise and edit their own sentences.

Hours of Operation:

- 1:1 appointments: Semester long and one time only appointments are available. Check the AARC website to sign up.

- Virtual Walk-in Table VIA Zoom: An AARC tutor is available to chat through a Zoom online meeting room from 1 p.m. to 6 p.m. Monday-Thursday and 1-5 p.m. on Sunday. Visit the AARC Tutoring Services page for the registration link.
• Walk-In Tables: Available 1 to 6 p.m. Monday through Thursday.

• Online Writing Lab (OWL): Log in to your Brightspace by D2L account and view your list of ongoing courses for more information.

**Discrimination/Harassment Policy:**

No one will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race, religion, disability, or any other categories. If discrimination/harassment takes place (either reported or observed) involved students will be required to conference with me prior to returning to class. More information on this topic can be found here on the SFA website.

**Counseling Services:**

Counseling is a free service for all students at SFA. Mental health and safety is crucial to everyone’s well-being and success, and if you are having issues with stress, anxiety, panic, lack of focus, or any other issues due to life events, etc., please do not hesitate to contact the counseling office. Below you will find all the pertinent information:

Location: 3rd floor of the Rusk Building  
Phone: 936-468-2401  
counseling@sfasu.edu  
Office Hours: Monday-Friday 8:00 am-5:00 pm