Description:
ENG 1301, Rhetoric and Composition – “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.” SFASU College Bulletin

Credit Hour Justification for the 8-week course:

For English 1301, students in-class hours plus the hours that are advised for preparation and homework outside of class each week should total 135 hours for the semester.

As a student in an 8-week, online three-credit hour course, the student schedule includes:
Class = approximately five and a half hours a week for 8 weeks = 45 hours in class total
Prep/Homework = approximately eleven hours a week for 8 weeks = 90 hours outside class
Student’s total hours = approximately 17 hours a week for 8 weeks = 135 hours total

For an English 1301 face-to-face class in a 15-week long semester, the course schedule includes:
In-Class = 3 hours a week for 15 weeks = 45 hours in class total.
Prep/Homework = 6 hours a week for 15 weeks = 90 hours outside class.
Student’s total hours = 9 hours each week for 15 weeks = 135 hours for the semester

What this means for a student taking English 1301 in an 8-week semester:

In this 8-week course, the student should expect to be active online and working on assignments for approximately two hours and thirty minutes a day (about 17 hours a week), or whenever the student chooses to schedule this amount of time. However, a student may take a lot less or even more time to complete the course requirements successfully, and some weeks of the 8-week semester may take more time than others. Therefore, the student should schedule their time for active participation in weekly activities as well as for working on major assignments and adjust as needed. For this online class, the student will work on reading and studying content, watching videos, responding to discussion questions, taking quizzes, and preparing for major assignments. Major writing assignments require drafting, revising, and editing which requires many hours of the student’s time. Planning for a faster semester along with consistent participation is the key to success in this 8-week class.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: 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 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.

**Student Learning Outcomes for English 1301:**
English 1301 learning outcomes are the goals that students must meet as part of the Freshman Composition requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos).

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

**Required Texts and Materials:**
Student must have access to the Internet and have access to Microsoft Word or Google Doc in order to fulfill writing assignments and online activities. No other materials are required. All content will be in Brightspace D2L.
Course Requirements:

Assignments: The assignments and grades for this course will be weighted as follows on a 1000-point scale:

**Weekly Assignments:**
- 150 points Discussion Responses (6 posts at 25 points each)
- 150 points Quizzes (6 quizzes at 25 points each)

**Major Assignments:**
- 150 points Narrative Essay
- 150 points Rhetorical Analysis Essay
- 150 points Summary and Analysis Paragraphs Assignment
- 150 points Proposal for an Argument Essay

**Tests:**
- 100 points Final Exam

1000 total possible points: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; Below 600 = F

Grade Criteria:

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.
Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Attendance:
For this online course, students are expected to login frequently as well as participate in weekly discussion responses, quizzes, and other weekly activities. Students must logon during the first week and complete the first two activities to be considered actively participating in class before the official attendance is taken at the beginning of the semester. Also, students may be required to meet one or two times on Zoom during the semester with a group or instructor on scheduled dates and times, but these are mostly scheduled by students at their convenience.

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 an online 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 what behavior is appropriate/inappropriate in the 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.

Academic Integrity (A-9.1):
Academic integrity is the 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. 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.

For this online course, students will upload major assignments to Dropbox/Turnitin. Turnitin is a plagiarism tool. Students who purposefully plagiarize will receive a zero (0) for the assignment and may face additional consequences. However, most student plagiarism is accidental, so students will have an opportunity to revise and acknowledge source materials when accidental plagiarism occurs.
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.

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 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/.

CLASS SCHEDULE FOR FALL 2020 for the 8-week course
This online class will include weekly activities and assignments that are included within a total of four modules designated as chapters.

Welcome and Getting Started Module: opens Thursday, October 15 – Sunday, October 18 (four days)
   Survey Quiz #1: Due: Sunday, October 18
   Discussion #1: Due: Sunday, October 18

Chapter One: Narrative Writing: opens Friday, October 16 – Friday, October 30 (fourteen days)
   Quiz #2: Due: Wednesday, October 21
   Discussion post #2: Due: Friday, October 23
   Author Review: Due: Thursday, October 29
   Dropbox for Narrative Essay: Due: Friday, October 30

Chapter Two: Rhetoric: opens Friday, October 30 – Friday, November 13 (fourteen days)
   Quiz #3: Due: Wednesday, November 4
   Discussion #3: Due: Friday, November 6
   Peer Review: Due: Wednesday/Thursday, November 11-12
   Dropbox for Rhetorical Analysis: Due: Friday, November 13

Chapter Three: Summary/Analysis: opens Friday, November 13 -- Sunday, November 29 (sixteen days)
   Quiz #4: Due Wednesday, November 18
   Discussion post #4: Due: Friday, November 20
   Peer-Review: Due Friday/Saturday, November 27-28
   Dropbox for Summary and Analysis Paragraphs Assignment: Due: Sunday, November 29

Chapter Four: Argument: opens Sunday, November 29 – Wednesday, December 9 (eleven days)
   Quiz #5: Due: Wednesday, December 2
   Discussion post #5: Due: Friday, December 4
   Author Review: Due: Tuesday, Dec. 8th
   Dropbox for Proposal for Argument Essay: Due Wednesday, Dec. 9th

Chapter Five: Final Exam: opens Sunday, December 6– Friday, December 11 (5 days)
   Final Survey Quiz #6: Due: Thursday, Dec. 10th
   Discussion post #6: Due: Thursday, Dec. 10th
   Dropbox for Final Exam: Due: Friday, Dec. 11th