ENGL 1301.052: Rhetoric and Composition Syllabus

Fall 2020: 8-week, Hybrid Zoom 2 pm - 3:15 pm TR and online content

Instructor Information

Instructor: Mrs. Karen Perkins
Email: hensarlikm@sfasu.edu
Office Location & Hours: Via Zoom 4:30 pm - 7 pm
Mondays / Wednesdays

General Information

Description
We communicate: We speak, read, write, interpret images and nonverbal cues, and respond to others in meaningful ways using a complex range of knowledge, skills, and strategies. We rarely consider the complex processes required or the varied literacy skills necessary. We take these skills for granted.

We develop literacy habits and mindsets without considering whether these free us from failure or limit our success. In this ENGL 1301 course, as we study rhetoric and composition, we will also evaluate our own literacy and the habits that drive our communications as we endeavor to become “rhetorical.”

ENGL 1301 Rhetoric and Composition includes 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, evaluation, and critical responses to close readings of texts. Required of all students who do not qualify for English 1303H. 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 1302.

Credit Hour Justification

ENG 131 “Rhetoric and Composition” (3 credits). This course follows a hybrid format in which we will replace half of the time we would normally spend together with thoughtful exchanges online. In our synchronous Zoom sessions, we’ll engage in collaborative activities and applications of key concepts. In-class and out-of-class requirements are as follows:

- **In-class time (2.5 hours weekly):** We’ll have two 75-minute classes each week in which we will practice analysis and composition skills. You may also complete brief surveys, quizzes, and other assessments during the sessions.
- **In-class replacement time (2.5 hours weekly):** Explore course content, read, compose, research, and work online as assigned, and submit for assessment as specified in D2L Brightspace.
- **Out-of-class time (6+ hours weekly, depending on literacy skills, reading and writing fluency, attitudes, etc):** Outside of class, expect to complete additional readings, viewings, writing assignments, and assessments in this fast-paced, immersive, and writing-intensive course.

Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least fifteen pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising and editing writing. Final exams typically include presentations of student writing. These activities average six hours of work outside of classroom hours.
Time and Place of Class Meetings
We will not meet together on campus in a classroom this semester; instead, we will livestream during scheduled class time via Zoom. Class meeting Zoom link and instructor’s Zoom office hour links will be available through our D2L Brightspace course pages. (Zoom office hours will be 4:30 pm - 7:00 pm Mondays and Thursdays.)

Course Materials

Required Materials for Web-Enhanced Learning
This course is delivered using a hybrid blend of modalities. This is a technology-dependent, web-enhanced, interactive course with both live-stream and online components. A computer with internet access, camera, and mic setup are required. We will access tools and technology through student MySFA accounts: D2L Brightspace, Zoom, Office 365, as well as other free tools and apps that may or not integrate within the University learning management system (LMS=D2L Brightspace) such as Flipgrid and Wakelet.

Optional Materials
In addition to a personal computer, students may want to keep additional devices such as smartphones and tablets nearby during class and homework. Sometimes we may research, take notes, and do other activities, and activities may require flipping between multiple screens / documents. (A second device is not required, but it can simplify research and writing tasks.) Paper and writing utensils and other typical school supplies may be helpful, but are for personal use only. Assignment submissions and feedback will be digital.

No Required Textbook Purchase
Fall 2020, students are not required to purchase a course textbook for this section of ENGL 1301. Resources will be available through our D2L Brightspace course content pages, Steen Library, and free websites available via the internet.

Course Policies

Attend Class and Make Progress through Assignments / Content
Regular attendance of Zoom sessions and routine progress through the content of our D2L Brightspace course pages are required. Daily, log into your MySFA account, check your @jacks.sfasu.edu email, your calendar, and access D2L Brightspace course pages for news notices, messages, content, and instructions for completing assignments. Pay attention to assignment due dates: assignments may be due at any hour on any day of the week. Missing a deadline occasionally is not the end of the world (a late penalty of 10%-30% may be applied). Missing deadlines consistently indicates a problem—communicate with me if you have a problem; otherwise, continual missed assignment deadlines often results in failure of the course.

On the scheduled day / time of our class meetings, participate in the class Zoom session. Log into your MySFA account and access our D2L Brightspace course pages. Click the provided Zoom link to join the session. If possible, preview your video feed before joining the class session. Start with camera and mic active, and greet classmates. Mute the mic when I begin class. If your mic or camera malfunctions, use the chat feature to let me know. Throughout class, I may ask you to respond by taking an action: complete a poll or survey, send a chat, react, etc. Missing those opportunities to respond during class indicates lack of attention; you will not be counted present at the session if you miss such requests.

COVID-19 has changed higher education: you can access our class sessions from anywhere using your laptop, tablet, or smartphone if you have an internet connection. Illness or travel does not
automatically exclude you from attending class, if you have a connection and are capable of participating. If you plan to miss class, you must inform me via email hensarlikm@sfasu.edu. In case of emergency, email me to let me know what’s going on as soon as you can safely do so.

**Wear a Mask in Public**

If you’re in a public place during our Zoom, please be wearing a mask. Masks are required in public areas on campus, around Nacogdoches, (and most other places). Wear a mask in public places, and wash your hands frequently. Be safe out there!

**When the Internet Crashes (or we get Zoombombed)**

If the internet crashes and interrupts our Zoom meeting, wait five minutes and try to re-connect, working on journaling or other course activities. Try three (3) times at five-minute intervals, or until class time runs out (whichever comes first). If the connection has not reestablished within 15 minutes, continue working on class activities such as journaling, and check our D2L news notices later for wrap-up of the day’s content.

If we’re Zoombombed, I’ll end the class session, and post a different session link via D2L Brightspace news notice feature (may take five - ten minutes). Join the new session using the posted link, and we’ll finish the class period. If we were near the end of the class session anyway, simply look at the D2L home page news notice feature for wrap up information.

You should have access to course assignments and activities; if our class meetings are interrupted for any reason, use the time wisely to complete assignments, and if you have questions, email me or check in during my office hours.

**Core Statement and Learning Outcomes**

**Core Curriculum**

This is a general education, core-curriculum course. Program-specific learning outcomes for the English major are not addressed in the course.

**General Education Core Curriculum**

ENGL 1301 is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified objectives for all core courses: Critical Thinking 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 objectives.

**Student Learning Outcomes for English 1301**

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).

University Policies

Academic Integrity

Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the current policy statement.

http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Withheld Grades

At the discretion of the instructor of record and with the approval of the academic unit head, 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 by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

For a complete explanation of University grading policies, read the current “Course Grades” policy.

http://www.sfasu.edu/policies/course-grades-5.5.pdf

Accessibility and Accommodation

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/disabilityservice.
The Academic Assistance and Resource Center (AARC)
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.

Contact information:
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information about the services provided, visit us on the web: http://sfasu.edu/aarc

Additional Information and Resources

Be well.

Did you know SFA has both medical and mental health services available to you? Don't ignore problems. Your health depends on it. If you need healthcare, SFA can provide:

SFA Counseling Center
Rusk Building - 3rd Floor
Monday through Friday, 8 a.m.-5 p.m.
(936) 468-2401
counseling@sfasu.edu

Student Health Clinic
Located at corner of Raguet and East College streets
Monday through Friday, 8 a.m.-5 p.m.
(936) 468-4008
healthservices@sfasu.edu

Lumberjacks Care
“Stephen F. Austin State University (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 in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking 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.”

Food for Thought
The purpose of Food for Thought Student Food Pantry is to provide supplemental healthy food to SFA students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled for courses at SFA during the current semester and not have a meal plan.

http://www.sfasu.edu/studentaffairs/1319.asp
Explanation of grading

Grades will be posted in the D2L Brightspace gradebook. I seldom give bonus credit; but I particularly would never allow bonus credit to raise an average filled with un-attempted, unfinished, un-submitted process work, which directly contributes to each journal and portfolio submission (journals and portfolio include formal essays; journals and portfolio are the major assignments of the course).

I will assess every assigned activity, even if my assessment only considers whether you submitted something when asked. Grading feedback may be expressed in numbers or words, such as “exemplary,” “satisfactory, “unsatisfactory,” “pass,” or fail,” etc. Words will generally convert to a numerical value, for the sake of points accumulation.

To pass this course, 1) students must submit journal and learning portfolio when requested by the instructor; 2) students must include specified process work as well as assigned formal compositions in the journal and learning portfolio; and 3) students may earn up to 1,000 possible points for process work, formal compositions, journal submissions, and final learning portfolio submission. Total possible points divided by total earned points must be 70 percent or above.

Students should attempt every assigned activity as specified and described by the instructor’s directions, as these contribute to understanding and mastery of the concepts. Students who earn B or above rarely, if ever, submit assignments after scheduled deadlines, although they may sometimes negotiate scheduling compromises. Students who earn B and above typically make fewer mistakes in following directions and interpreting activity prompts, and they compose work of consistent high quality or show exemplary improvement and progress in applying key concepts over the duration of the course.

1. Evaluation of assigned work / study habits during process activities (brainstorming, practice sessions, drafting, key concept quizzes, annotations, guided note-taking, etc.) 300 points  
   (Point value of individual activities will vary.)
   a. Did you attempt and complete the activity?
   b. Did you accurately interpret the assignment prompt and respond appropriately as instructed?
   c. Did you submit the required work on time?
   d. Did you collaborate with your peers to analyze, revise, and edit?
   e. What percent of right answers did you give when quizzed?
   f. What level of quality was displayed in the submitted product?

2. Assessments of assigned formal compositions 200 points
   a. Literacy narrative 50 points
   b. Reader response (summary analysis) 50 points
   c. Evaluation or Review 50 points
   d. Rhetorical response 50 points

3. Journal percent 300 points (see criteria above)
   a. Submission 1 - 100 points - “Description, Summary, and a Literacy Narrative” (Explore description, summary, and analytical activities, and practice composing for personal purposes.)
   b. Submission 2 - 100 points - “Analytical Responses” (Consider ethical use of others’ work and ideas, explore common organizational strategies, and practice composing for academic purposes.)
   c. Submission 3 - 100 points - “Revising and Editing”
4. Learning Portfolio “Expression, Evaluation, Speculation, and Reflection” (Due as Final Exam) 200 points (See criteria above)

Course Outline

I. Introduction
   a. Essential Concept Goals
      i. I will identify and define these and other key concepts of rhetoric: communicator, audience, message, purpose, context, modality, genre, medium, and circulation.
      ii. I will utilize activities such as listing, mapping, outlining, notetaking, describing, and summarizing to understand unfamiliar / difficult messages.
      iii. I will consider how audience, purpose, and context shape compositions.
      iv. I will collaborate with peers, analyzing and composing together.
      v. I will get acquainted with my instructor and classmates.

   b. Practical Writing Activities
      i. Compose an introduction of yourself and video it.
      ii. Compose a table of contents for the course syllabus with peers.
      iii. Experiment / Play with journaling options, choose a habit, and begin daily journal entries.
      iv. Describe an organic object.
      v. Make lists, maps, outlines, and notes as you read / view / hear / analyze.
      vi. Summarize “intentionally designed” (Nicotra) messages.

II. Unit 1: Composing for Personal Purposes
   a. Essential Concept Goals
      i. I will read, listen to, and view a variety of different types of “intentionally designed messages” (Nicotra) to consider reasons people communicate and ways their purposes and contexts shape their messages.
      ii. I will assess my literacy skills (reading, writing, and making meaning).
      iii. I will consider my personal reasons for improving my literacy and seek strategies to improve my ability to communicate with others.
      iv. I will consider the effects of following genre conventions and common grammar, spelling, and punctuation rules when I communicate (or, NOT).
      v. I will explore the effects created with narrative in personal compositions.
   b. Practical Writing Activities
      i. Journal daily: pose a question of vital interest to you; explore and speculate regarding your question, habit and studies.
      ii. Make lists, maps, outlines, and notes as you read / view / hear / analyze.
      iii. Summarize and analyze “intentionally designed” (Nicotra) messages for different audiences and reasons.
      iv. Compose a literacy narrative: analyze your experiences acquiring literacy skills and compose a narrative to explain your literacy status.
      v. Compose a reflection on Unit 1 activities.
      vi. Compose an author’s note to accompany your journal submission.

III. Unit 2: Composing for Academic Purposes
   a. Essential Concept Goals
      i. I will read academic compositions, to evaluate typical academic purposes and structures, and analyze discipline-specific style guidelines.
      ii. I will consider the responsibilities of working with others’ words and ideas.
      iii. I will use MLA guidelines to document my use of others’ words and ideas in compositions I produce during this English course; I will also investigate the style used in my field of study.
iv. I will practice maintaining my unique perspective and voice when I compose academic compositions, even when using third person voice.

b. Practical Writing Activities
   i. Maintain a daily composition journal in which you explore and speculate regarding a question, habit, and issues of rhetoric and composition.
   ii. Make lists, maps, outlines, and notes as you read / view / hear / analyze.
   iii. Summarize and analyze “intentionally designed” (Nicotra) messages for different audiences and reasons.
   iv. Compose reader responses and rhetorical analyses.
   v. Compose a reflection on Unit 2 activities.
   vi. Compose an author’s note to accompany your journal submission.

D. Final Learning Portfolio: Composing to “Think New Thoughts”
Due 2 pm - 3:15 pm Tuesday October 13, 2020 during regular class period