COMPOSITION 1
ENG 1301.006

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Office: FERG 376
Office Hours: Monday from 11:00 AM – 12:30 PM via ZOOM
Department: English
Class meeting time and place: MWF, 9:00 – 9:50 AM, FERG 376

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.

Course Description
Welcome to English 1301! This class consists of the 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 1302.

ENG 1301 - Rhetoric and Composition
Credit(s): 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

Program Learning Outcomes
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

**Student Learning Outcomes**

At the completion of this course, students will be able to:

1. **Critical Thinking**
   - 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
   - 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

2. **Communication**
   - Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising
   - 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

3. **Teamwork**
   - 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

4. **Personal Responsibility**
   - 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
Credit Hour Justification for 1301

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 and are expected to write/provide response to these readings; in addition, students will write four 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.

Text and Materials

Writing Spaces (online)
Rhetoric and Composition: A Guide for the College Writer (online)
One spiral journal
Access to a computer and printer

Course Requirements

Participation – 15%: This course will require weekly lectures, in-class writing, group work and potentially quizzes. All work done both as a group and individually is designed to prepare you for major assignments and teach you one of multiple of the SLO skills defined above.

- **Attendance:** Attendance is worth one-third of your participation grade. You will be allowed up to three unexcused absences in the course. An excused absence denotes a university-sponsored event or a health-related appointment and will not count toward this allowed total—however, any excused absence should be addressed with me in advance. In-class writing assignments and peer reviews cannot be made up. Once you have over three unexcused absences, any more will count against your grade. Missing six class days will result in an automatic F in the course. Any major assignments must be turned in on their regular due dates regardless of attendance. On days where the class is taught remotely and there is no ZOOM meeting, attendance will depend on the completion of an assignment.

- **Discussion Posts and Exercises:** As part of this course, you will be asked to make discussion posts and complete exercises both in class and on D2L. The discussion posts will be responses to assigned weekly readings that you will be asked to do outside of class. You have from Monday to Friday to do each reading and post your response. These will often be graded on content and not quality, but it should be obvious that you have at least a basic understanding of the material. The exercises are done during in-class meetings and will deal with the current topic in class. Your completion of these will also be how attendance is taken on some days, so make sure to finish all of them.

- **Peer Reviews:** For each major writing assignment, we will do an in-class peer review. You will provide comments on one of your peers’ papers. After writing your feedback, you will discuss your suggestions with one another. The feedback will be emailed to you so you can use it for reference when editing your final draft. You will send the rough draft with comments and attach it to your final draft so it can be graded as well.
Four Rough Drafts – 20% (5% each): Before the class period in which we will do peer review, you will submit your rough draft to me. I will give feedback on your draft consisting of constructive criticism meant to push you in the right direction. Rough drafts are not weighted the same as final drafts, so it is okay if there are some mistakes, but they still must meet the page and content requirements. A partial rough draft will not receive full credit.

Four Major Writing Assignments – 60% (15% each): Throughout this course, you will be required to write four major essays. Each will be written in Times New Roman, 12 pt. font, double-spaced, and should follow the guidelines of MLA format. You will submit a digital copy to me on D2L the day your paper is due. The following list includes brief descriptions of each essay.

- **Essay #1 - Personal Literacy Narrative**: Write a personal narrative analyzing your history with literature and writing. This could include stories that were important to you in childhood, books a family member might have shared with you, when you first started to write, etc. Then, analyze your past experiences with literature and writing and talk about how they got you where you are today. This essay should be no more than 3 pages and does not require any outside sources.

- **Essay #2 – Social Analysis**: Analyze a social issue that is relevant within our society today. Then, write a short essay describing this problem and detailing why it has become such an issue. While this might be hard to do without inserting your opinion on the problem, try your hardest to focus on discussion of why it exists over how you feel about it. Such can be inserted into a closing paragraph, but this is not an argumentative essay. This essay should be no more than 4 pages and requires at least 2 outside sources (it doesn’t matter if they are scholarly or not).

- **Essay #3 – Song Analysis**: Take a song written for a purpose and analyze it. While doing this, pay close attention to the period in which the song was written and the history of the artist. Then, apply what you learn through research to analyze the lyrics and decide what you think the artist’s intent was. This essay should be no more than 5 pages and will require at least 3 sources (one being the song, two being outside research).

- **Essay #4 – Argumentative Essay**: For your final essay, think of a problem within your community and try to convince those in power to change it. Make sure you have scholarly evidence that backs up this problem and how it has affected people. Stick with something local that you will be able to give personal accounts of by experience. Also, keep your opposing viewpoint in mind. Think of counterarguments to debunk as you analyze this problem. This essay should be no more than 5 pages and will require at least 4 sources (2 of these must be scholarly).

**Final – 5%**: By the last day of class, you will be required to submit a self-evaluation of your time in this course. Failure to submit this document will result in a zero grade on your final exam.

**Grading Policy**

- **A Paper (90-100)**: Student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of all the key concepts needed to effectively complete the piece of writing. The paper has hardly any grammatical and syntactical errors.

- **B Paper (80-89)**: Student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of most of the key concepts needed to effectively complete the piece of writing. The student has a few grammatical errors and other problems.
C Paper (70-79): Student meets the expectations for the assignment. Their writing demonstrates an average understanding of most of the key concepts. However, there may be one or two that they have a problem with. The paper has several grammatical errors.

D Paper (60-69): Student does not meet at least one expectation for the assignment. Their writing demonstrates little understanding of key concepts, and they may ignore parts of the assignment entirely. The paper has many grammatical errors.

F Paper (0-59): Student does not meet most of the expectations for the assignment or it is plagiarized. Their writing demonstrates no understanding of key concepts taught in class. They are missing pages or have plagiarized. Their writing is almost incomprehensible because of its multiple grammatical errors.

Extra credit opportunities may sometimes be available during the semester. If wanted, you may go back and make further edits to a final draft of a major assignment. This can be done up to three times—either multiple times to one or two assignments or once on three different assignments. Edits are due at the same time as the next essay. Essay #4 is exempt from this since it will be submitted on the final day of class.

Late Work
I accept late work, but 5 points are deducted from a paper’s grade for each day it is late. For example, if you turned in an assignment 5 days late, you would receive 25 points off and begin the paper at 75%. A late assignment is graded with the same scrutiny as an on-time assignment, so keep this in mind. That being said, turning in late work is encouraged than not turning the assignment in at all. In case of a health or family related emergency, an extension can be rewarded. However, please be sure to email me promptly if one is ever needed.

In-Class Policies
- Please keep things civil during class discussions! Respect everyone's opinions even if you disagree with them.
- Phones are allowed if they are being used for research purposes. However, they must be out of sight during in-class discussions.
- Similarly, you may listen to music during a free work period. Otherwise, please refrain from doing so.
- Do not sleep in class under any circumstances.

Important Dates
ESSAY #1
Rough Draft - 9/7
Final Draft - 9/14
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

Withheld Grades Semester Grades Policy (A-54)

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 http://www.sfasu.edu/disabilityservices/.

Lumberjacks Care

Lumberjacks Care provides a variety of trainings and presentations for classrooms, faculty/staff meetings, community events, or any occasion. These trainings include seminars for bystander intervention and relationships, sexual assault, domestic violence and more. For additional information, go to http://www.sfasu.edu/lumberjacks-care/.

AARC Services

Visit the SFA 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: sfasu.edu/aarc