Syllabus

The Basics

ENG 1301.007: Rhetoric and Composition
Fall 2020
MWF 9-9:50 AM
Dr. Henty, hentym@sfasu.edu
Office Hours: MWF 10-10:50, MW 2:20-3:20 & by appointment (via Zoom)
Office: LAN 245

You will learn 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
- 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
- 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
- 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
- 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

Course Description

Official Course Description:
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.

Section Description:
Throughout the course, we will engage with “happiness” as a discourse (the rhetoric of happiness) that both circulates in and helps create our world and ourselves, and we will move from merely personal visions and/or cultural stereotypes of happiness to more critical, theoretically grounded perspectives on the subject. Hopefully, reading and writing about happiness will make us all a little happier!

Credit Hour Justification

ENG 131 “Rhetoric and Composition” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. 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.

REQUIRED MATERIALS

- Word Processor and Internet Access
- All Readings Available via Internet/D2L

You are required to either print OR save the readings to a laptop or tablet and bring them to class. You MUST be able to annotate the readings, whether electronically or by hand.
**COURSE POLICIES**

**Masks/Face Coverings**

**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.


**Attendance**

Attendance and active participation in this course are necessary. **If you miss more than four weeks of class (12 days), you automatically fail the course.** Absences will affect your participation grade, but a few absences per semester are expected and will not significantly impact your grade.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

Being absent is not an excuse for missed information or assignments; you are responsible for getting notes from others in class and/or keeping up with the schedule. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date.

Extenuating circumstances should be reported to the Office of Community Standards and me as soon as possible—extenuating circumstances require documentation. Outside of prolonged absence due to an extenuating circumstance, I do not distinguish between excused or unexcused absence and do not require documentation.

**Class Meetings and Hybrid Format**

Due to social distancing room capacities, unless someone drops the course, we will not be able to meet as one class at one time in the same room.

We will need to be flexible and things may change based on circumstances, technology, etc. Please check your D2L Brightspace and SFA email regularly.

Here is the tentative plan:

- Students will be split into two groups.
- Group A will meet in-class on Mondays, and Group B will Zoom into the class. Group B will meet in-class on Wednesdays, and Group A will Zoom into the class.
- On Friday, EVERYONE will meet via Zoom only, and you will participate in writing groups.
With this structure, assuming it stays the same, the course will be much like a traditional face-to-face course (although Zoom does offer different opportunities and challenges).

**However, this is a web-enhanced class.** You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other instructional materials, and grades will all be posted in BRIGHTSPACE. All homework will be posted in BRIGHTSPACE.

That said, it is entirely possible that we will have to switch to a F2F/online format. In that situation, A Group would still meet Monday and B Group Wednesday, but instead of Zooming in on “off” days, you would have fully online instruction and activities to complete. This may be necessary if the Zoom technology does not work properly.

**Zoom Policy**

During Zoom meetings, students are expected to be attentive and actively participating (answering questions, using chat, completing activities, etc.). If you do not have a microphone or camera, you will need to let me know. There are potential ways for you to participate without these, but I need to know. If you have not informed me, then you will be expected to have your camera on for the entire Zoom meeting. Your microphone should be muted unless you are speaking. Any disruptive behavior, as determined by the instructor, will not be allowed, and students may be asked to stop or leave the meeting depending on severity. Please use common sense and be respectful. If Zoombombing occurs, I will end the meeting, and I will email you via D2L Brightspace with further instructions.

**Readings and Schedule**

All reading and writing assignments are due on the days listed. All texts will be provided on our course D2L Brightspace site. It is your responsibility to print out (or save via laptop or tablet) these texts and bring them to class with you. You must be able to annotate the texts either by hand or electronically. It is mandatory to have the assigned texts in class when we are discussing them. Using your phone is not an acceptable plan.

**Remember:** There is no textbook for this course; you could print all the articles and still spend less than the cost of a textbook.

Additional texts may be added throughout the semester to supplement the texts listed here.

You will notice that some days are devoted entirely to discussing reading, some days are devoted entirely to discussing writing, and some days we will discuss both reading and writing. Some classes require a heavy amount of reading and/or writing, so I encourage you to plan ahead.

Always consult the dynamic schedule on our D2L site for the most up-to-date version of the schedule, access to readings, and more detail about assignments

**Drafting/Author’s Notes/Writing Groups**

Drafting and revising is a major component to this class, primarily because research shows that revision is integral to learning how to write well. Learning how to heavily revise drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress, instructor feedback, and writing workshop groups. Heavy revision goes deeper
than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best writing and that revision may require significant rewrites. Students who commit themselves to the hard work of heavy revision inevitably produce better essays and become stronger writers.

**Every Friday, you will meet in your writing groups. Each Friday, you will submit 2-3 pages of new or heavily revised writing.** These will be drafts of whatever major assignment we are working on at the moment.

Each draft should include an **author’s note** (just a short paragraph above or below the title). We will discuss author’s notes in the first weeks of the semester. The author’s note should include:

1) The state of your draft (first draft, third, etc.)
2) What you were trying to accomplish in this draft
3) What you think is going well
4) What you are having trouble with or would like advice on
5) Discussion of and response to small group feedback and revisions for any drafts subsequent to draft one

Drafts/writing group writing should be uploaded to the appropriate threaded discussion.

We will practice peer review and discuss making comments on drafts. Not completing peer review in your writing groups or consistently providing inadequate feedback will hurt your grade.

**Submitting Work and Late Work**

You will submit all essays, including rough drafts, to D2L as Word attachments (always in MLA format). Blogs do not have to be submitted as attachments. Rely on the course calendar posted in D2L. Final draft essays will be submitted via the Dropbox tool, but drafts and blogs will employ the Threaded Discussion tool.

Students are allowed **one free extension** on a major essay during the semester. You may extend any major essay due date 72 hours (3 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, **I do not accept any late work.** Any grade is better than a 0, so you should **always submit something.** Participation and blogs cannot be made up or submitted late.

**Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work.** You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.

**Office Hours**

During my office hours, I am available to answer questions and work with students. For the Fall 2020 semester, I will conduct office hours via Zoom (although I will generally be in my office during these times, too) in order to adhere to social distancing protocols. If my office hours do not work for you, simply email me to set up an appointment. This is your time to get one-on-one help.
or clarification on any assignment. Anytime that you would like additional guidance or feedback on an assignment or reading, I encourage you to come to office hours.

Zoom Meeting for Office Hours:
https://sfasu.zoom.us/j/490280984?pwd=VGpMQ2w1TzdmNXMxK1l6cE52VFFGQT09
Meeting ID: 490 280 984
Passcode: 512282

Disability Policy

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/.

Academic Dishonesty/Plagiarism

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.

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

For more information, please see: Student Academic Dishonesty and Student Grade Appeals

COURSE ACTIVITIES: GRADING & ASSIGNMENTS

Grade Breakdown

Process/Daily Grades (40%)
  Participation 15%
  Blog Posts & D2L Quizzes 25%
### Product/Major Grades (60%)

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative</td>
<td>15%</td>
</tr>
<tr>
<td>Rhetorical Film Review</td>
<td>15%</td>
</tr>
<tr>
<td>Comparative Rhetorical Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>PSA w/Explanation &amp; Presentation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Total: 100%

**NOTE:** If your grade is borderline, class participation, attendance, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

All work that falls under process/daily should be considered “process work,” in that it is designed to help you complete the final draft, or the product, of your major writing assignments. For all major writing assignments, you will receive a detailed assignment sheet. You will also submit at least one rough draft and complete at least one peer review for each major essay.

**Participation 15%**

Participation, worth 15% of your final grade, includes (but is not limited to):

- consistent and punctual attendance
- timely completion and thoughtful engagement with all reading and writing
- having the assigned text(s) in class with you (on the dates they are to be discussed)
- active participation in-class and in D2L Blogs/Discussions
- miscellaneous homework assignments
- in-class quizzes and writing exercises based on prompts, activities, and readings
- group work
- drafts
- peer review
- conferences with the instructor
- additional work (and tutoring) at the AARC as needed
- respectful attitude toward your instructor, peers, and coursework

**Blog Posts & D2L Quizzes 25%**

On most days when readings are assigned, you will have a blog post (AKA threaded discussion) OR reading quiz due BEFORE CLASS. You will not have both due on the same day.

The quizzes are in D2L and fully online. Quizzes will hold you accountable and help reinforce concepts in the readings or from class on days when you do not have a blog due.

Each threaded discussion will have a specific prompt, and you will receive a separate assignment sheet with a rubric. Your original post will be due before class, and is designed to help you think deeply about the text for class discussion. You may bring up things that you wrote or read in the discussion in class, and I may call on students to share their responses. You will also be required to consistently read and respond to the other blog posts; however, you will have more time to complete your responses (they are not due before class on the day the reading is discussed).
General Letter Grade Guidelines

A – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only small grammatical issues.

B – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% - The student did not do the work assigned. See me as soon as possible.

ADDITIONAL RESOURCES

AARC Tutoring

Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936-468-4108, Email: aarc@sfasu.edu, Website: sfasu.edu/aarc

Counseling Services

College is stressful! Counseling is a free service for all students at Stephen F. Austin, located on the third floor of the Rusk building. Phone: 936-468-2401, Email: counseling@sfasu.edu, Website: http://www.sfasu.edu/counselingservices/

Office of Community Standards

The Office of Community Standards is a great first stop when life is interfering with school. The Office of Community Standards offers students with temporary limiting conditions help in locating services and assistance vital to their continued academic success. The Director of the Office of Community Standards works with a student to determine individual needs and then attempts to package assistance from available resources on campus. Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Community Standards
and request an absence notification be sent to their instructors. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: http://www.sfasu.edu/judicial/

Open SFA/COVID-19 Resources and Information

Obviously, this Fall 2020 semester is not a “normal” semester because there is a global pandemic. However, SFA is committed to making the semester as normal and safe as possible. You can find out more information about COVID-19 testing, statistics, and protocols here: http://www.sfasu.edu/fall2020