English 1301 Rhetoric and Composition

English 1301-755 Fall 2020 Syllabus

Meeting Times: MWF 9-9:50 AM

Location: Zoom

Instructor: Annaliese Chaudhuri (Mrs. C)

Office Location: N/A

Email: chaudhurad1@sfasu.edu (mySFA email), chaudhurad1@d2l.sfasu.edu (D2L email)

Office Hours: MWF 7:55 am - 8:55 am and Tu/Th 8:45 am - 9:45 am by email through D2L or mySFA. Zoom or chat room office hours are also available via appointment.

**Required Materials:**

A computer and internet access.

There is no required textbook for this class.

**Various handouts/readings** will be posted on D2L during the semester.

**Recommended Materials:**

A **flash drive** or access to an **online drive** (such as Google Drive) for making backups. The only thing worse than having a nearly-complete essay lost to a crashed computer is having your professor say you should have backed it up.

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**Course Description:**

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 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. 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.

This is a writing-intensive course. There are a number of major written assignments through which you will produce a minimum of 25 pages of final-draft-quality writing.
General Education Core Curriculum
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.

English 1301 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).

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.

COURSE POLICIES
Your classroom proctor will be helping me facilitate this course, and will be in charge of making sure that you are doing work that I have assigned to you to have ready for future class days. The time your proctor is taking to work with us on this course is invaluable to me and your proctor is to be given every respect and courtesy. Reports of misbehavior or lack of cooperation with your proctor will result in disciplinary action.
Attendance is mandatory.

- If you earn seven (7) absences, **you will fail the class**.
- Keeping up with your attendance is **your responsibility**.
- Coming to class late or leaving class early will result in an absence except in the case of Dr./medical appointments of any kind, family emergencies, illness, or an event or service sponsored or required by the high school. **If you have an excuse that doesn't meet these criteria but you feel should be excused, you may email me about it.**

If you are sleeping in class, you are absent.
If you are being disruptive (this includes unnecessary technology use) in class, you are absent.
Do not pack up until you are instructed to do so.
**No headphones/earbuds** unless I say.
Check your e-mail and our D2L course page every day if not every other day. I do monitor and report to your proctor and the school counselor how often you log in and access course material.

**Attending class does not equate to class participation.** You'll notice that there is no grade set aside for attendance or participation (but usually quizzes and discussion grades are used to measure participation). This means that you must maintain a healthy quiz and discussion grade in the course just to pass the course. There will be assigned reading and questions to help you feel more prepared for what you might want to choose to contribute during class. Taking notes on your readings, highlighting, etc. can help you a lot with making sure that you can verbally contribute. Asking questions that pertain to discussion is also an appropriate way to be part of class discussion.

**Don’t let electronic devices (phones, earbuds/headphones, tablets, laptops, etc.) distract you in class, or let them become a distraction to me or other students in class.**

**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 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.
Classroom/Discussion Board/Chat Room Decorum: In order to improve our critical reading and thinking skills, we will engage in open, free discussions. Despite the overall similarities in age, university classes tend to be composed of people of differing backgrounds with differing perspectives. In other words, we can all learn from our peers. To this end, you must come to class prepared to discuss and debate the readings. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day. The goal of these discussions is not to “win” an argument but to open everyone’s minds to multiple possibilities.

E-mails will be composed professionally, this means you should have some sort of salutation such as “Hi Mrs. C,” and end the email with a valediction such as “talk to you soon” or “sincerely” or “thank you,” etc. and your name. Anyone sending unprofessional e-mails will be invited to resubmit. If you send me an email with just an attachment without a request as to what you want done with it, I will respond with a request that you read this policy in the syllabus.

Late work/revision policies

• Late work can only be accepted with an excuse such as a death in the family, an illness/dr. appointment, or an unforeseen university/high school approved event. Excuses must be dated and emailed. If you are making up work due to any of the aforementioned types of absences, these assignments are should be completed in a week’s time or will lose points.

• If you know you are going to be absent ahead of time, you should turn in your assignments ahead of time. This is especially important if the absence doesn’t meet the criteria for an “approved excuse” mentioned previously.

• Homework/discussion work or daily work (such as quizzes) cannot be turned in late or made up regardless of what your approved excuse is or if it’s an issue of an unexcused absence. Basically if you’re not in class to take a quiz or participate in discussion assignment, that grade is dropped from your average for that grading category. You will not send me any makeup work or take a quiz for a grade at a different time. Only essays can be turned in late, but for unexcused absences, ten points per day will be deducted from an essay that was not submitted the day and time it was due.

• Students may revise their first, second, or third essay (but not the fourth or fifth essays). Only one essay may be revised. Revisions are due Friday, December 4th. I will use whichever grade is higher as the final grade on an essay revision. For example, if a student revises their first essay and scores a 60% initially and then scores an 80% on their revision, I will use the higher grade. Conversely, if a student scored 60% initially, but scored a 30% on their revision, the higher of the two grades would still be used. Essays that are turned in late cannot be revised (unless in the case of an excused absence).
Plagiarism: If you use ideas or words that are not your own, you must give full and proper credit. The use of “essay rewriter” or paraphrasing software is expressly forbidden.

If you plagiarize, you will almost certainly get caught. If you get caught, you will earn a zero for the assignment, and you will fail the course. It doesn’t matter if it’s a homework assignment or a major paper. It doesn’t matter if you plagiarized a few lines or the whole paper. Cheating on quizzes also is a form of academic dishonesty. Your misconduct will be reported and documented to the university.

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. Computer failure is not an excuse for missing due dates.

Page counts must be met. Page counts do not include the Works Cited page. Ten points per page will be deducted for incomplete assignments (If I assign 4 full pages of writing, I do not mean turn in 3 ½ pages of writing).

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. The highest grade an essay can earn without including a Works Cited page is a 50. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Return of Graded Work
You will note in the tentative schedule for the Fall at the end of the syllabus that there is a scheduled date for when major assignment grades are posted to D2L (typically 1 week from the date the assignment was due) as well as scheduled dates for when your overall final grade will be refreshed on D2L (about every two weeks).

It was stated earlier that students who are ill, experience a death in the family, or who are taking an unforeseen school/university approved trip are expected to turn in any late work in a week from when the assignment was originally due. Teachers experience these things as well, and if there is any delay in grading due to one of the above university approved excuses you will be notified via email on D2L and given a date on when to expect the next posting of any missing assignments.

Grading Breakdown
Discussion (discussion boards or chat rooms, workshop, peer review, any daily activities or homework) and Quizzes (all these grades are averaged together) 16 %

Essay 1 14 %
Essay 2 14 %
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
</tr>
<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
</tr>
<tr>
<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two papers, which may sometimes or always be incomplete; rare contributions during group activities. [Performance may be marked by other flaws: late responses; disruptive; etc.]</td>
</tr>
<tr>
<td>F</td>
<td>Weak communicative skills; little to no preparation for class; little evidence of reading assignment; never volunteers or doesn’t respond when prompted; never or very infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.</td>
</tr>
</tbody>
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**Grading Standard:**

A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

**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/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**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/](http://www.sfasu.edu/disabilityservices/).

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

The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, 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. We make it easy for you to get the help you need!

What we do: 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.

What happens in the case of a shut down of the high school or university due to COVID-19:

First and foremost, I will coordinate with the Woden counselor and on what methods of instructional delivery would best meet the needs of students to complete the class on our timeline in spite of school being shut down. I will accommodate students based on what the counselor recommends.
However, a zoom class can be held from anywhere there is internet and a smart phone or computer, so unless students do not have access to those things at home, we will continue to hold class regularly through zoom at our specified class time in the event of a school shut down. The following rules also apply if you must attend this course from home due to needing to quarantine.

When you are on zoom at home, please keep your learning environment as distraction free as possible, both for yourself and your classmates. This means the following:

- You are required to be seen on video during class and to use your microphone or the zoom chat room to communicate and interact with the class. Please keep your microphone on mute until you are ready to speak or until you are called on during discussion.
- It is highly appreciated if you go to the bathroom/get whatever water or coffee you want to have around during class BEFORE class starts. You do not need to ask permission to go to the bathroom during class or get something to drink, but you are expected to return to the video class in a timely manner (your bathroom and kitchen are only a few steps away in your own home so you shouldn’t be gone for more than 5 minutes).
- Please do not use special zoom filters or backgrounds on your video, and do not use any products that alter the sound of your voice.
- Please be professional and on topic/task in all chat rooms, either through D2L or zoom. It has been an issue in the past where students have submitted visually distracting messages through chat.
- I like animals. I like birds, cats, dogs, reptiles, etc. I have a dog. As long as your pet isn’t distracting the class visually, and myself and the rest of the class can’t hear your pet, it won’t really bother me if I see them occasionally.

If you cannot follow these rules, you will be kicked out of the zoom class for that day, and you will not earn a grade for discussion that day regardless of whether or not you had already contributed.

**Tentative Fall 2020 Schedule (please use D2L as your primary scheduling guide)**

**Week 1 (Aug. 24 -28)**

Introduction to the course and syllabus

**Week 2 (Aug. 31 – Sept. 4)**

Discuss assigned readings and begin workshoping Essay 1

**Week 3 (Sept. 7-11)**


**Week 4 (Sept. 14 -18)**
Discuss assigned readings for Essay 2, begin workshopping Essay 2

**Week 5 (Sept. 21-25)**


**Week 6 (Sept. 28 - Oct. 2)**

Discuss assigned readings for Essay 3, begin workshopping Essay 3

**Week 7 (Oct. 5 - 9)**


**Week 8 (Oct. 12-16)**

Discuss assigned readings for Essay 4, begin workshopping Essay 4

**Week 9 (Oct. 19-23)**

Workshop Essay 4

**Week 10 (Oct. 26 - 30)**

Workshop Essay 4, Essay 4 due on Tuesday, Nov. 3

**Week 11 (Nov. 2-6)**

Discuss assigned readings on D2L for Essay 5, conduct outside research for this essay if needed

**Week 12 (Nov. 9-13)**

Workshop Essay 5

**Week 13 (Nov. 16-20)**

Workshop Essay 5

**Thanksgiving Break**

**Week 14 (Nov. 30 - Dec. 4)**

Workshop Essay 5, Essay 5 due Dec. 4, revisions to essay 1 or 2 or 3 due on Dec. 4.

**Finals Week (Dec. 7-11)**
Final exam project due on Mon. Dec. 7