ENGL 1301 “ENGL 1301 Rhetoric and Composition” (3 credits; fully online) meets online for 15 regular weeks during the semester, and it also meets online during the final week of the semester for a 2-hour final examination. In English 1301, through engagement with a Cengage product, students study and practice the writing process and the skills of writing with a focus on analytical reading and writing. Students read and write a range of essay types, including expressive, explicatory, analytical, and persuasive. Essay assignments address rhetorical analysis and critical responses to close readings of texts. Students in English 1301 are required to write a minimum of four formal essays (totaling at least 25 pages) and complete a final, in-class timed essay. Preparatory work outside class will average 6-8 hours per week.

Technical Support Information

- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you'll find written instructions and video tutorials.
STUDENT LEARNING OUTCOMES FOR ENG 131:

ENG 131 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)

IMPORTANT INFORMATION

A Note about Revision
Revision of drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress as well as by peer and instructor feedback. Heavy revision goes deeper than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best inevitably produce better essays and become stronger writers.

Conferences
I am happy to discuss your work or your progress any time during the semester. I have office hours on campus, and you can stop by if you are on campus. I am also happy to visit with you by phone about your papers, revisions, or any questions you have about the class. Please email or call to set up an appointment. I realize this is an online course, but I want you to know that I am available for assistance.

Course Modules
The course modules will open on certain dates. For example, Modules 2, 3, and 4 will not open until later in the semester. Be sure to carefully to read each
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 SUPERIOR understanding of 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 an ABOVE 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 or 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.

F: 0-59: 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.

Dates to Remember

January 15 - Classes Begin
January 20 - Holiday
March 6 - Midterm Exam due by March 6th at 5 PM
March 7 - 15 Spring Break
April 9 - 12 Easter Holiday
May 4 - 8 Finals Week; exam due by May 8th at 5 PM
Withheld Grades Policy (A-54):
The following is taken from SFASU’s Policy Manual (2012), “Semester 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/.

Academic Integrity
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.

[Documented proof of cheating or plagiarism may result in a failing grade for the course.]
Other Information

Late Work
• All major essays are due to class on the date assigned in the course calendar.
• Final drafts must be submitted to D2L as a Word file only.
• All assignments file submission should first contain your last name. Here is an example:
  Verhines Rhetorical Essay
• Any papers submitted after the due date will receive a 5 point deduction per day, including weekends.

Grading/Assignments
I will provide detailed descriptions of each assignment; but here are some general notes. All final drafts of your writing for this course should be typed and adhere to the rules of standard written English grammar, punctuation, spelling, and MLA formatting. This includes a MLA heading on your paper:

• Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
• All papers are submitted to Turn It In automatically.
• I generally grade and return major assignments within two weeks after they have been submitted.

Formatting Guidelines
Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class.

• Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor’s guidelines.)
• Set the margins of your document to 1 inch on all sides.
• Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
• Double-space the text of your paper in Times New Roman. The font size should be 12 pt. Time New Roman
• Leave only one space after periods or other punctuation marks (unless otherwise prompted by your instructor).
• Indent the first line of each paragraph one half-inch from the left margin. MLA recommends that you use the “Tab” key as opposed to pushing the space bar five times.
• Use italics throughout your essay to indicate the titles of longer works and, only when absolutely necessary, provide emphasis.

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<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Pct.</th>
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</thead>
<tbody>
<tr>
<td>Essay 1: Personal Narrative</td>
<td>February 3</td>
<td>10%</td>
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<tr>
<td>Essay 2: Analysis</td>
<td>March 2</td>
<td>10%</td>
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<td>Essay 3: Synthesis</td>
<td>April 3</td>
<td>10%</td>
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<tr>
<td>Essay 4: Persuasive</td>
<td>May 1</td>
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<td>Reading Responses</td>
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<tr>
<td>Discussion Posts</td>
<td>Check each module</td>
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<tr>
<td>Quizzes &amp; Exams</td>
<td>Check each module</td>
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