ENGL 1301: Rhetoric and Composition:
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 ENGL 1303 opens in new window. Must earn a grade of C or higher to be admitted to ENGL 1302 opens in new window.
Prerequisite(s): acceptable THEA score or at least a C in INRW 0399

English 1301 Student 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).
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.

By enrolling in ENGL 1301 you are also enrolling in a Core Curriculum Course that fulfills the Communications requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

| Critical Thinking Skills | To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. | Active reading assignments  
Writing assignments that teach process, analysis, reflection, and working with sources |
|-------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Communication Skills    | To include effective development, interpretation and expression of ideas though written, oral, and visual communication. | Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts  
Small-group discussion activities |
| Teamwork                | To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | Peer writing groups  
Small-group work |
| Personal Responsibility  | To include the ability to connect choices, actions and consequences to ethical decision-making. | Activities that teach the ethics of rhetoric and research |

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.

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Essay 1: Where I’m From Weeks 1 - 4</td>
<td>Final Draft: 9/10</td>
<td>15%</td>
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<tr>
<td>Essay 2: Deep Description Weeks 4 - 6</td>
<td>Final Draft: 10/8</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3: Issues of Place and Community Weeks 7 - 10</td>
<td>Final Draft: 11/5</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 4: Advocating / Arguing for Place and Community Weeks 11 - 15</td>
<td>Final Draft: 12/3</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Assignments</td>
<td>Due every Thursday</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>20%</td>
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</tbody>
</table>

Weekly Schedule
Monday’s: Writing Group
Wednesdays: Reading and Writing Activities
Fridays: Writing Activities

Final Grade Breakdown

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
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Class Materials
- Writer’s Notebook (spiral, journal, etc.)
- Folder in which you will keep current drafts of your writing.
- Course readings posted on Brightspace (Writing Spaces and Rhetoric and Composition: A Guide for the College Writer)
- Access to a computer, printer, and Brightspace

Assigned Readings and Annotations
Most reading assignments require you to demonstrate that you annotated the text using markup and marginal notes. We will annotate printed texts during the first part of the course. This means that you need access to a printer. Bring annotated print copies to class on the day that
they are due (usually Wednesdays). We may switch to digital annotations and/or double-entry notes after midterm. At that point, you will upload digital texts to a dropbox on Brightspace.

**Draft Feedback**

There are at least four ways to get feedback about your writing before turning in final drafts:

1. Participate in peer writing groups every Monday.
2. Drop by my office hours. The link and hours are posted at the top of our news feed. You can ask questions. We can read a rough draft together. You can write. These office hours are for you. I encourage you to take advantage of them. If my office hours don’t fit your schedule, you can request a ZOOM meeting at a different time. I’ll do my best to accommodate.
3. Upload a rough draft to each essay’s rough draft dropbox. You can upload a full draft, a page, a paragraph – whatever you want me to read. Rough drafts are not graded and are not required. If you upload your writing early (noonish), I should be able to read it before the end of the day. If you upload your writing late Friday, it may take me until Monday or Tuesday to read it. I’ll try my best to return feedback as quickly as possible.
4. You can also take your writing to the **AARC Writing Center**. Make sure that you take a copy of the essay prompt. Tell the tutor what you’ve done so far with the assignment. Prepare two or three specific questions that you want the tutor to answer about your writing, or give them instructions for the kind of feedback you want (e.g. “I’m going to read my draft to you. Stop me when something doesn’t make sense.”).

http://www.sfasu.edu/aarc/help-with-writing

**Conferences**

We will schedule one or two conferences during the semester. Conferences are a chance for us to talk one-on-one about your writing and progress in the course. Conferences will be held in person and via ZOOM.

**Participation and Attendance**

Our class meetings involve active learning. You will write, share your writing, discuss topics related to writing, etc. You are expected to attend class prepared to participate in the day’s learning activities. Instructions for how to prepare for each class meeting (e.g. complete a two-page draft or read an article) will be posted on our Brightspace newsfeed.

Class attendance is very important. When you don’t attend class, you miss out on important information about the current assignment, learning opportunities, and a sense of connection to our class community. You have **two unexcused absences** over the course of the semester. **Three – five** unexcused absences will negatively affect your attendance grade. You may fail the class at **six or more unexcused absences**.

**Excused absences**: All university-sponsored events are excused absences. I do not require doctor’s notes when you are sick. If you have excessive absences due to factors beyond your control, I encourage you to contact the Office of Student Rights and Responsibilities (OSRR) and request an absence notification be sent to your instructors.

**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

**Late Work**
I don’t count off for late work; however, your ability to participate in class activities, stay current with the Brightspace assignments, and successfully complete the major essays depends on you completing assignments on time.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarly, 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**
*Please copy and paste the following statement and place in your course syllabus.*
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/.

**Statement as a Responsible Employee / Lumberjacks Care**
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, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment 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.

**Mental Health and Wellness**

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

- **SFA Counseling Services**
  - www.sfasu.edu/counselingservices
  - Rusk Building, 3rd Floor
  - 936.468.2401

- **SFA Human Services Counseling Clinic**
  - www.sfasu.edu/humanservices/139.asp
  - Human Services, Room 202
  - 936.468.1041

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741