ENGL 1301-016: Rhetoric and Composition
9:30 am – 10:45 am, Ferguson Room 179, Tuesday and Thursday, Aug 23 - Oct 8

Final Exam: 9:30 am – 10:45 am Thursday, Oct 7

Instructor
Karen Perkins, M. A.
Adjunct Faculty
Department of English and Creative Writing
E-mail: hensarlikm@sfasu.edu

Office Ferguson 284
Office visits this semester will be via Zoom
https://d2l.sfasu.edu/d2l/home/298804
Office phone 936-468-2425
Hours available:  Mondays 12:50 pm – 3:50 pm
Thursdays 12:15 pm – 1:15 pm and 3:15 pm – 4:15 pm

I can schedule office hours at other times, too: Email me with the subject line “Request visit.” In the body of the email, let me know what you want to discuss and include two or three possible times that are most convenient for you. I will respond with a confirmation email indicating the Zoom link and the time that best fits my schedule, too.

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 ENGL 1303. Must earn a grade of C or higher to be admitted to ENGL 1302.

We communicate: We speak, read, write, interpret images and nonverbal cues, and respond to others in meaningful ways using a complex range of knowledge, skills, and strategies. We rarely consider the complex processes required or the varied literacy skills necessary. We take these skills for granted.
We develop literacy habits and mindsets without considering whether these liberate or limit us. In this ENGL 1301 course, as we study rhetoric and composition, we will also evaluate literacy, habits, and (how those might contribute to) happiness.

Credit Hour Justification

ENGL 1301-016 “Rhetoric and Composition” (3 credits) meets twice each week in seventy-five-minute segments for seven weeks, including the final exam period. This is an accelerated course requiring high levels of focused, independent work outside of class meetings. 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 10-12 hours of work outside of classroom meetings.

Core Statement and Learning Outcomes

General Education Core Curriculum

ENGL 1301 is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified objectives for all core courses: Critical Thinking 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 objectives.

Student Learning Outcomes for English 1301

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).

### Core Curriculum Objectives

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Core Objective Definition</th>
<th>How the Core Objective Will Be Addressed (in this course)</th>
</tr>
</thead>
</table>
| Critical Thinking Skills    | To include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information | • Textual “Readings” (included listening, viewing, and/or reading)  
• Practice Writing Experiences  
• Written and Oral Discussions  
• Note-Taking and Source Documentation / Citation  
• Written and Oral Reflections  
• Formal Compositions |
| Communication Skills        | To include effective development, interpretation, and expression of ideas through written, oral, and visual communication | • Writing Experiences  
• Discussions  
• Reflections, and  
• Formal Compositions (for different purposes, audiences, and contexts) |
| Teamwork                   | To include the ability to consider different points of view and to work effectively with others to support a share purpose or goal | • Social Annotation  
• Collaborative Class Wakelet  
• Written and Oral Discussions  
• Peer Review |
| Personal Responsibility     | To include the ability to connect choices, actions, and consequences to ethical decision-making | Through Assessments of  
• Timeliness of Assignment Submissions  
• Adherence to Assignment Specifications  
• Compliance with Conventions (such as, of language and/or genre)  
• Ethical Use of Source Ideas / Materials |

### Core Curriculum

This is a general education, core-curriculum course. Program-specific learning outcomes for the English major are not addressed in the course.
Course Requirements

**PROCESS VS. PRODUCT**

Your grade in this class depends mainly (69 percent of the final course grade) on a quantitative assessment of the number of assigned tasks you complete according to task specifications, scheduled deadlines, and submission instructions rather than on the quality of the writing.

Each week we will have a series of activities such as reading, watching, and listening; practice exercises and writing experiences; directions for items to bring to the following class or tasks to complete. Occasionally, we may have a quiz. We will have regular Discussions (both oral in-class and written out-of-class using D2L Discussions). We will also review and/or reflect on work (our own or others’), or “remix” compositions—that is, compose a new product talking about or using ideas originating in an assigned composition.

Each of these tasks, exercises, and experiences will be listed in D2L (Content, Checklists, Discussions, Dropbox, and Gradebook), as well as discussed in class. Each task specified instructions receives a completion of the task.

Because we are studying the rhetorical process, I assess process (weighted at 69 percent of the final course grade) more than product—although you cannot pass the course without producing a variety of specific products (weighted at 31 percent of the final course grade). Graded by a scaled rubric (posted in D2L), these products are assessed for quality, appropriateness, and effectiveness for audience and purpose.

**Grading Policy**

Process (# Tasks Assigned + # Class Meetings / # Satisfactory Completions of Tasks + # Classes Attended)

69 percent

Products (Two portfolios consisting of varied informal work and two formal essays)

- Portfolio I = 8 percent
- Portfolio 2 = 13 percent

21 percent

Final (Reflection Essay)

10 percent
Attendance Policy
The number one predictor of success is engagement and involvement in that task. **Attendance is not optional and counts in your Process average grade.** However, with COVID-19 continuing to disrupt the physical classroom, students may be asked by officials to engage in course activities through thoughtful online / livestream interactions and conversations with the instructor. The students, the University, and this instructor will communicate changes as required by the emerging circumstances of this global health crisis.

University Policies

Academic Integrity (4.1)
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.


Withheld Grades Semester Grades Policy (5.5)
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/.

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

Course Calendar

The course calendar is maintained and available in the course D2L site. The course schedule is tentative and subject to changes for the benefit of individuals enrolled in a given course.

Key Deadlines

<table>
<thead>
<tr>
<th>Portfolio I</th>
<th>Sep 9, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio II</td>
<td>Sep 30, 2021</td>
</tr>
<tr>
<td>Final Reflection Essay</td>
<td>Oct 7, 2021</td>
</tr>
</tbody>
</table>