ENGL 1301.024 Rhetoric and Composition
Course Syllabus, Fall 2021

Instructor: Andrew Brininstool
Department: English and Creative Writing
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Class Location: T.E. Ferguson Room 171
Class Meeting Times: MWF 11-11:50
Office Hours: MW 12 – 2:30

Course Description
Credit(s): 3

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

Prerequisite(s): acceptable THEA score or at least a C in INRW 0399

ENGL 1301 - Face-to-face
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.

Delivery Format: This class has been designated as a standard face-to-face course. However, during this semester, we will also be required to meet asynchronously (this is required out of class meetings) for a total of 150 minutes in order to comply with state and federal regulations on minimum contact hours in for-credit courses. This asynchronous class time will not include the standard out-of-class homework assignments, but will, instead, be in

¹ My office phone is answered only during office hours. The best way to reach me is via the email address provided above.
addition to that work. I have done all that I can to make this as seamless and valuable as possible.

ENGL 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).

Core Curriculum Objectives

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Active reading assignments</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual</td>
<td>Writing and reading assignments that teach rhetorical awareness, including analysis, reflection, and working with sources</td>
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</table>
Communication.

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

Course Description Revisited

Throughout the course of this semester, it is my hope that we begin to view ourselves as writers and begin to read, analyze and interpret texts in an active and critical manner. This course will employ lecture, reading, writing, discussion and group work in order to facilitate this goal. English 1301 is a course intended to develop the writing skills you will need in order to tackle your future collegiate tasks; further, your development as a critical reader and writer will assist you tremendously outside academe; regardless of your field, there is a greater than zero chance that you will need to use written communication in order to succeed.

Texts

All texts—readings, films, etc.—will be supplied to you by the instructor. Please purchase a notebook to serve as a journal and a folder for handouts. I will check the journal throughout the semester.

Assignments

Minor Paper One – Textual Analysis 100
Essay One / Group Presentation – Advertising Analysis 200
Minor Paper Two – Embedded Writing 100
Essay Two – Narrative Writing 200
Journal Maintenance 100
Participation and Discussion 100
Final Essay 200
Total 1,000

Grading Scale:
A – 1,000 to 900
B – 890 to 800
C – 790 to 700
D – 690 to 600
F – 590 to 000
Nota bene
The ten points marked “Professionalism” is purposefully broad. In short, the category includes discussion, the decorum one presents, and reading. Because this is an English class, it is sinful not to read. **If, on a particular day, it becomes evident that I am the only one who has read, a quiz is highly likely. Quizzes fall under professionalism; whether or not quizzes will become part of this class’s makeup is entirely up to you. The only thing I can promise is that the quizzes will be worse than actually reading.** Immature behavior—texting in class, falling asleep, etc.—will not be tolerated.

**Attendance Policy**
Mandatory. You are allowed **two (2) absences**. Your third absence will result in a half-letter grade reduction. Your fourth absence will result in a failing grade. I take roll within five minutes of the beginning of class.

**Late Work**
Unacceptable. Unless you and I have come to an agreement, assume the following: I do not accept late work.

**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 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 that is available to help SFA students succeed.

**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/.

**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

Withheld 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.

Accommodations
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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.

**Tentative Course Schedule**

<table>
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<tr>
<th>Week Of</th>
<th>Course Happenings</th>
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<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction to Course</td>
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2 From Merriam-Webster: Tentative is from the Latin tentare (“to attempt”), and its original meaning was “attempted, provisional, experimental.” It is easy to see how this emphasis on trial and error led to the word’s current sense “not fully worked out or developed” (as in "a tentative date," “tentative plans,” “a tentative offer”). The “hesitant, uncertain” sense that is also common nowadays (as in “a tentative knock on the door”) extends the idea of an unripe attempt to the uncertain emotional state of the person making the attempt.
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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| Aug 30   | Class-wide Analysis
              Journal Entries 1 & 2                                              |
| Sept 6   | Journal Entry 3
              Minor Paper One Due                                                   |
| Sept 13  | Group Formation
              Lecture, Image Analysis
              Journal Entry 4
              Image Analysis Begins                                                   |
| Sept 13  | Continuation of Image Analysis
              Lab Work                                                              |
| Sept 20  | Group Presentations
              Essay One Due                                                          |
| Sept 27  | Journal Entries 6 & 7
              Minor Paper Two Beginning                                               |
| Oct 4    | Minor Paper Two Due
              Introduction to Narrative Writing                                        |
| Oct 11   | Essay Two Due
              Journal Entries 7 & 8 Exercise Three Due                                |
| Oct 18   | Introduction to Argument
              Logical Fallacies
              Toulmin Model
              Journal Entry 9                                                         |
| Oct 25   | MLA Citation Final Workshop                                           |
| Nov 1    | Rough Drafts Due
              Peer Workshopping                                                        |
| Nov 8    | Workshopping Round Two                                                |
| Nov 15   | Revision Techniques                                                    |
| Nov 22   | THANKSGIVING                                                           |
| Nov 29   | One-on-One Meetings                                                   |
| Dec 6    | FINALS WEEK                                                            |