Rhetoric and Composition I  
ENGL 1301.027  
Department: English and Creative Writing

Class meeting time: MWF, 11:00AM – 11:50AM  
Room: Ferguson 271

Instructor Contact Information:  
Instructor: Dustin Jackson  
Email: Jacksonda9@jacks.sfasu.edu  
(Please do not email me through D2L, use Outlook instead)  
Office: Ferguson 278  
Office Hours: Monday and Friday, 1:00-2:15, by appointment

Course Description

Welcome to English 1301! The purpose of this course is to engage with the study and application of the writing process, and the skills of writing, with a focus on analytical reading and writing. The essay assignments in this course address rhetorical analysis, evaluation, and critical responses to close readings of texts. This course is required of all students who do not qualify for ENGL 1303. In order to be admitted to ENGL 1302, a student must earn a grade of C or higher.  

Prerequisite(s): Placement into 1301 resulting from an acceptable THEA score, or at least a C in INRW 0399.

Credit Hour Justification

ENG 1301, “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 university’s 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.

**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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>How requirements are 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/annotations</td>
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<td>Writing assignments that teach process, analysis,</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts. Small-group discussion activities.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Peer writing groups Small-group work</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Activities that teach the ethics of rhetoric and research</td>
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**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).

Text and Materials


Materials: notebook, folder for current drafts, laptop or access to a computer.

Course Overview

Participation—15%: 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 reading an article) will be discussed.

- Attendance: 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 **three unexcused absences** over the course of the semester. **Four – five** unexcused absences will negatively affect your participation grade. You may fail the class at **six or more unexcused absences**.

- **Peer Reviews:** Peer review is a significant part of the writing process, so for each of the four major writing assignments we will do a peer review in class. This will be discussed further as we approach our first peer review.

**Annotations and other in-class assignments: 10%**  You will annotate each time you read from the Little Seagull Handbook. These annotations will be taken for a grade, but in this category is also any other low-stakes, in-class writing that we do throughout the semester.

**Four rough drafts—10%:** Like the peer review part of the writing process, rough drafts are also an important step toward a finished product. Before class starts on peer review day, you will submit your rough draft electronically on Brightspace. You must also bring a physical copy to class on peer review day in order to participate. Rough drafts are not weighted the same as final drafts of course, so it is okay if there are some mistakes—however, rough drafts still must meet the page and content requirements. A partial rough draft will not receive full credit.

**Four major writing assignments (final drafts)—60% (15% each):** You will be required to write four major essays in this course. Every essay you write will use MLA format. You will turn in these electronically by midnight on their respective due dates and bring a physical copy on the next class day. The following list includes brief descriptions of each essay.

- **Writing Assignment 1:** **Current Issues Paper:** You will write a two-to-three-page paper that argues for or against any current political or social issue that you choose.

  [https://libguides.sfasu.edu/firstyearwriting#/?_k=rswx6n](https://libguides.sfasu.edu/firstyearwriting#/?_k=rswx6n)
• **Writing Assignment 2: Rhetorical Analysis:** You will write a three-to-four-page paper in which you discuss the merits and failures of a rhetorical presentation (i.e. a speech).

• **Writing Assignment 3: Song Analysis:** You will write a four-to-five-page critical analysis of any song you choose, from any genre or time period.

• **Writing Assignment 4: Art Analysis:** This is your final and largest major writing assignment. You will write a five-to-six-page on any poem, novel, novella, movie, painting, or sculpture of your choice. You must include a minimum of three outside, scholarly sources.

**Final—5%:** On the final class day you will write a one-page learning letter about your time in this course. You will have the entire class period to work. If you do not attend the final, you will receive a zero on the assignment.

**Extra credit:** Opportunities for extra credit may become available during the semester, but not upon request. If you wish you increase your grade, you may go back and make further edits to a final draft of a major assignment. Writing is, after all, a process. Because it will be submitted on the final class day, this option will not be available for the art analysis.

**In-Class Policies**

• Manners matter!

• Food is not allowed in class, but you may have something to drink with you.

• No cell phones during lecture or discussion.

• No headphones in the classroom.

• Do not sleep in class.
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 courses 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 the 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.

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 the penalties for cheating and plagiarism (explicitly defined below).

Definitions 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) falsification or invention of any information including citations or on an assigned exercise and/or (3) helping or attempting to help another in the act of cheating and plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own.
Examples of plagiarism are (1) submitting assignment as if it were one's own work when, in fact,
it is at least partly the work of another number (2) submitting work that has been purchased or otherwise obtained from an Internet source or another source number (3) incorporating the words or ideas of an author into once paper without giving another due credit.

You can find the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.

**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 this semester. Once verified, the ODS will notify the course instructor and outline the accommodation and/or auxiliary aides 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:**

Counseling Services

www.sfasu.edu/counselingservices

Rusk Building

Third floor
936-468-2401, counseling@sfasu.edu

Human Services Counseling Clinic

www.sfasu.edu/humanservices/139.asp

Human Services

Room 202

936-468-1041

Crisis Resources (off-campus):

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
Tentative Course Calendar

Week 1 (Aug 23-Aug 29)

Monday: Aug 23

- Introductions
- Syllabus
- Why do we learn to write?
- Annotations
- **Homework:** Read *Little Seagull Handbook*, pp 189-191, “Formatting a Research Paper” *(annotations due Wednesday when class starts)*

Wednesday: Aug 25

- From typewriter to word processor
  - How to use them, what is the connection

Friday: Aug 29

- From typewriter to word processor
  - How to use them, what is the connection

Week 2 (Aug 30-Sept 5)

Monday: Aug 30

- Finish formatting MLA
- Introduce Current Issues Paper
- **Class discussion:** (brainstorming)
- **Homework:** Read *Little Seagull Handbook*, p 18 “Developing a Tentative Thesis”
Wednesday: Sept 1

- General essay structure (formal)
- Thesis instruction
- Compose a tentative thesis in class for Current Issues Paper

Friday: Sept 3

- Introduction to introductions
- Compose introduction
- **Homework:** finish introduction, read *Little Seagull Handbook* pp. 27-29, 35-38
  (annotations due Monday when class starts)

Week 3 (Sept 6-Sept 12)

Monday: Sept 6

- Parts of body paragraphs, lecture
- Work on body paragraphs
- **Homework:** Work on body paragraphs

Wednesday: Sept 8

- Finish body paragraphs
- Introduction to conclusions
- Write conclusion
- **Homework:** finish conclusion.

- **ROUGH DRAFTS DUE BEFORE MIDNIGHT ON SUNDAY.**
  **BRING A COPY FOR PEER EDIT NEXT TIME.**

Friday: Sept 10
• How to peer edit, why to peer edit, what to peer edit (handout)
  o active/passive voice intro

• Small group peer edits

• Self-edit Papers, finish conferences.

• FINAL DRAFTS DUE BY MIDNIGHT ON SUNDAY.*****

Week 4 (Sept 13-Sept 19)

Monday: Sept 13

• Peer-edit/self-edit

• Homework: Self-edit papers

Wednesday: Sept 15

• Peer-edit/self-edit papers

• Homework: Self-edit papers

Friday: Sept 19

• Self-edit papers.

• FINAL DRAFTS DUE BY MIDNIGHT ON SUNDAY*****

• Homework: Read Little Seagull pp 63-67 “Rhetorical Analyses” (annotations due Monday when class starts)

Week 5 (Sept 20-Sept 26)

Monday: Sept 20

• Introduce Rhetorical Analysis Papers

• What is rhetoric? (general)

• Interlude: Things to avoid when writing professionally
**Wednesday: Sept 22**

- Specific rhetorical devices handout
- Examples
- **Homework:** Select a speech to analyze, listen to the speech closely

**Friday: Sept 24**

- **Interlude:** how to write a good sentence
  - practice
- **Homework:** Read through a transcript of your selected speech and identify the rhetorical devices and approaches you see

**Week 6 (Sept 27-Oct 1)**

**Monday: Sept 27**

- Use Friday’s homework to develop a thesis
- Work on introductions
- **Homework:** finish introductions

**Wednesday: Sept 29**

- **Mini lecture:** Transitions
- Compose body paragraphs using transitions
- **Homework:** work on rhetorical analysis

**Friday: Oct 1**

- Work on body paragraphs
- **Homework:** Finish body paragraphs

**Week 7 (Oct 4-Oct 8)**
Monday: Oct 4

- Compose conclusion

- *****SUBMIT ROUGH DRAFTS BY MIDNIGHT ON SUNDAY, BIRNG A COPY FOR PEER EDITS NEXT TIME*****

Wednesday: Oct 6

- Peer editing instruction, what are we editing for?
  - Amalgamated handout

- Peer-edit in groups

Friday: Oct 8

- Self-edit/peer edit

- **Homework:** Continue self-edits

Week 8 (Oct 11-Oct 15)

Monday: Oct 11

- Self-edit

- *****FINAL DRAFTS DUE BY MIDNIGHT TONIGHT*****

Wednesday: Oct 13

- Introduce Song Analysis Paper
  - Terms handout, instruction

- Select songs

Friday: Oct 15

- Develop tentative thesis

- Work on introduction
• **Homework:** finish introduction

**Week 9 (Oct 18-Oct 22)**

**Monday: Oct 18**

• Compose body paragraphs

• **Homework:** finish body paragraphs

**Wednesday: Oct 20**

• Write conclusion

• ****ROUGH DRAFTS BEFORE MIDNIGHT ON TONIGHT, BRING COPIES FOR PEER EDITING****

**Friday: Oct 22**

• **Interlude:** Fallacies
  
  • Handout

• Peer editing
  
  • Handout—what to edit for, how to edit

**Week 10 (Oct 25-Oct 29)**

**Monday: Oct 25**

• **Interlude:** common grammatical and sentential mistakes
  
  • Practice

• Peer-edit/self-edit

**Wednesday: Oct 27**

• Self-edit

• ****FINAL DRAFTS DUE BY MIDNIGHT ON SUNDAY****
Friday: Oct 29

- **Interlude:** Research
  
  - Model skills, explain thought processes
    - Electronic sources

**Week 11 (Nov 1-Nov 5)**

**Monday: Nov 1**

- **Interlude:** Research
  
  - Model skills, explain thought processes
    - Print sources

- Keeping track of potential sources

- **Homework:** Read *Little Seagull*, pp 94-97, “Literary Analyses” (annotations due Wednesday when class starts)

**Wednesday: Nov 3**

- **Interlude:** composing a works cited page
  
  - *Little Seagull, MLA Handbook, OWL*
    - Other types of documentation
      
      - Class practice (Handout)
        - Cite web pages, cite books

- **Homework:** Read *Little Seagull*, pp 129-136 “Evaluating Sources” (annotations due Friday before class)

**Friday: Nov 5**

- Assessing Credibility
• Handout
  - Introduce Art Analysis
    • Terms handout
  - Select topics for final paper

**Week 12 (Nov 8-Nov 12)**

**Monday: Nov 8**

• Research day

**Wednesday: Nov 10**

• Research day

**Friday: Nov 12**

• Compose thesis
  - Conference about thesis (difficult paper)

**Week 13 (Nov 15-Nov 19)**

**Monday: Nov 15**

• Write introduction to art analysis
  - Conference about thesis
  • **Homework:** Identify primary and secondary source quotations to support your argument(s)

**Wednesday: Nov 17**

• Compose body paragraphs

**Friday: Nov 19**

• Compose body paragraphs
Week 14—Thanksgiving Holiday, NO CLASS

Week 15 (Nov 29-Dec 3)

**Monday: Nov 29**

- Compose body paragraphs/conclusion
- **Homework:** Finish art analysis
- ******ROUGH DRAFTS BY MIDNIGHT ON TONIGHT, BRING COPY FRO PEER EDITING NEXT TIME******

**Wednesday: Dec 1**

- Peer editing
  -  Handout—we what to edit for
- Peer-edit in groups

**Friday: Dec 3**

- Prepare for final as a class
- ******FINAL DRAFTS DUE BY MIDNIGHT ON SUNDAY******

Week 16—Finals Week

**FINAL EXAM DATE AND TIME:**

**Wednesday, Dec. 8** 10:30 a.m. to 12:30 p.m.