ENGL 1301.031: Rhetoric and Composition  
Department of English and Creative Writing  
M/W/F: 12-1250  
Ferguson 378  
Fall 2021  

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Office Hours:  
Monday 830-930 and 2-330  
Tuesday: 9-11  
Wednesday 830-930 and 2-330  
Thursday: 330-500  
Friday: By appointment  

Catalog 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.  

Credit Hour Justification: ENGL 1301 “Rhetoric and Composition” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have weekly topical, non-fiction reading assignments of 25 pages or more and are expected to write/provide response to these readings; in addition, students will write five essays in various genres (for a total of 25 or more written pages per semester) which engage the topics of the readings. They will also present to the class a final project which includes a written paper and a visual component; this project integrates at least five of the readings of the semester and three more sources which they will have gathered through research. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.  

Delivery Format: This course is designated as a face-to-face class offering. 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 addition to that work. I have done all that I can to make this as seamless and valuable as possible.  

Course Description: ENGL 1301 is the first of two required writing courses that you will take as a college student. In this course, we will focus on developing and improving those writing skills that can/will be employed in a majority of the writing that you do in college/life. While we will not fully explore academic notions of research and argument—these will be the focus of 1302—we will focus on strengthening our understanding of how such issues as audience and purpose impact our writing of narrative, summary, response, and analysis. As opposed to writing
“generic” essays, I have worked to develop assignments that have more “real world” application and will require the implementation of skills taught during our class meetings. The assignments that you completed and the skills that you developed in high school have provided you with a foundation to succeed in this course. Thus, the expectation is now to take your writing to the next level by complicating your understanding of the writing process, recognizing the direct impact of audience on any writing situation, exploring the sophisticated requirements of analysis, and learning to find your own place in any critical conversation.

**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 **COMMUNICATION** component area.

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.

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>This will be addressed in all four of the essays that will be completed for this class. DATES TBA</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>This will be addressed in all four of the essays that will be completed for this class. DATES TBA</td>
</tr>
<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>This will be addressed on those calendar days designated for “Peer Response” activities. DATES TBA</td>
</tr>
</tbody>
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### Course Information

**Required Texts and Materials:**

2. Basic notebook and pen to take daily notes in and to complete certain in-class writing activities.
3. A device on which to save documents that we work on—electronically—during class. You can see that this is a lab classroom and you will be expected to complete work on these computers during class.
4. Outside access to technology and D2L.

**Writing Requirements:**

1. In and out of class reading assignments. Be sure to bring the Faigley text with you to class every meeting—even if it is not noted that it will be used that day.
2. In and out of class written assignments. These writings will range between very short in-class brainstorming to focused outlines to nightly written assignments to peer response letters, etc. In any case, these writings are not to be rushed through or dismissed; they will make up a percentage of your overall grade.
3. Four major papers. We will have four units during the semester and each will culminate with the completion of a major paper.
4. A final exam that will be given during our specified exam period.

**Overall Grades:**

*Daily In-Class and Out-of-Class Assignments:* 10%. This part of your overall grade will be based on the average points earned for each Unit Packet that you turn in. While the actual essay—as seen below—will carry its own grade, you will be expected to include marked homework and in-class writing in each packet. These smaller assignment will be for a certain number of points. At the end of the semester, these four smaller packet numbers will be averaged and then count for 10% of your overall grade.

*Essay One:* 15%
*Essay Two:* 15%
*Essay Three:* 25%
*Essay Four:* 25%
*Final Exam:* 10%
General Grade Description:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the 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. The grade of A is difficult to achieve as it demands that one expertly display his/her ability to understand and work with each concept of that unit and the preceding unit(s).

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than 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 less than 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. Furthermore, students who have great struggles with grammar, mechanics, layout, delivery, etc., and are thus unable to deliver a clear and understandable essay CANNOT receive a grade higher than a D.

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.

Course Policies

Attendance: I have always been a firm believe in the fact that one’s attendance and participation in class directly correlates with his/her success and final grade. In my many years of teaching, I have come to have data and support for this belief. This being said, I do hold to a strict attendance policy for this course. Since I do understand that we all may need a day off or run into complication getting to class, you may miss up to four classes for which your end, overall grade will not penalized—however, this does not mean that should you miss a class period that you are exempt from anything due during that period or anything done during that period; in other words, you will not be allowed to make up missed work and this may have an impact on your daily grade. However, after missing four classes, any additional absences may impact your overall FINAL grade. Students missing 5-6 times may receive a final, overall grade no higher than a B; students missing 7 times may receive a final, overall grade no higher than a C; students missing 8 times may receive a final, overall grade no higher than a D; and, students missing 9 classes or more may receive a final, overall grade of F.

All absences are unexcused absences (even if you have informed me beforehand). In other words, one cannot miss class due to outside appointments, other engagements, oversleeping, etc. However, university sanctioned events where school leaders have taken the time to complete proper paperwork and submitted those documents may be considered to be an excused absence.

Late Work: All work will be due on the day it is due at the start of class. Daily homework assignments (whether completed in class or out of class) will not be able to be made up or turned in late. As for major essays, these will be due at the start of class. Any student turning in an essay packet 15 minutes after class has begun will be considered late. In terms of these major essays, 10 points will be taken off the final grade for each day that the paper is late.

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.

Stephen F. Austin State University defines academic dishonesty as:
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

In terms of this class, any paper that displays plagiarism may automatically receive 0 points.

Class Debate and Discussion:
As this is a writing class which will center on improving our critical thinking and analytic skills, there will be times of class debate and discussion. While I will allow us to push one another to help improve on those skills, I will not allow for anyone to simply engage in or promote racist, sexist, homophobic speech.

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, Article II: B-6). 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 penalties.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent participation in side discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way, physically threatening your teacher or peers, and completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent. Furthermore, class will begin on time each day and run the entire period. It is your responsibility to arrive on time (if you are late and we are taking a quiz, you will not be given extra time) and to remain engaged until class has been completed.

Withheld Grades:
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.” For the complete policy, http://www.sfasu.edu/policies/semester_grds.asp

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 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/counselingse
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