English 1301.033: Rhetoric and Composition  
Fall 2021

**Instructor:** Rebecca Spears  
Office phone: 936.468.5533 *(for use during office hours)*  
**Email:** Rebecca.Spears@sfasu.edu  
**Office:** Ferguson 178  
**Office Hours:** MW 9:00 a.m. – 11:30 a.m.; TTh 9:30 a.m. – 10:30 p.m.; and by appointment.  
The quickest way to reach me is immediately after class, during office hours, and by email.

English 1301.033 meets Tuesday and Thursday from 11:00 – 12:15 p.m. in Ferguson 378. If you take this course, it is presumed that you have read this syllabus, and agree to abide by the requirements and conditions for this course laid out in this syllabus.

**REQUIRED TEXT:** *Patterns for College Writing* by Laurie G. Kirszner & Stephen R. Mandell, 15th edition.

MESSAGE FROM THE AARC: Visit the SFA Academic Assistance and Resource Center The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

COURSE DESCRIPTION FROM THE SFA CATALOG:  
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.  
**Prerequisite(s):** acceptable THEA score or at least a C in INRW 0399

**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 should be able to meet the core objectives:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Objective Will Be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>All assignments in this class are meant to give students the opportunity to develop critical thinking skills. Various due dates</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation</td>
<td>All assignments in this class are meant to give students</td>
</tr>
</tbody>
</table>
and expression of ideas though written, oral, and visual communication. | the opportunity to develop critical thinking skills. Various due dates

| Teamwork | To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | All assignments in this class are meant to give students the opportunity to develop critical thinking skills. Various due dates

| Personal Responsibility | To include the ability to connect choices, actions, and consequences to ethical decision making. | All assignments in this class are meant to give students the opportunity to develop critical thinking skills. Various due dates

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**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 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.

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**Electronics Policy:** Except when allowed for classroom assignments, electronic devices (laptops, cellphones, etc.) must be kept in pockets, purses, or backpacks—unless you are waiting for a notification during a family emergency (and you must tell me before class begins). I'd prefer you to have print copies, but if you are using a Kindle/Nook app just let me know. If you spend your time on electronics in the classroom when you clearly should be doing an assignment or interacting, I will count you as absent and you will receive 0s on your participation grades. Clearly this would affect your overall grade. Repeat offenders will be dropped a letter grade.

**Etiquette:** When you write or speak to a professor, it is a business communication. It is a good idea to use proper etiquette. Here are some tips on email:

- Include a subject line with your name, the class, and the section.
- Begin “Hi, Ms. Spears” or “Dear Professor Spears.”
- Be succinct, get to the point, of what you need. For example, “Could we set up an appointment during your office hours about ______?”
- Avoid writing a last minute email. I won’t answer it until my office hours begin. I don’t check campus email until I get to work. Expect an answer 24 – 48 hours after you send the email. If I don’t respond, I’m either swamped or I missed your email. So please resend and check in.
- **Note:** I will not open an attachment without a clear explanation of it in the body of the email. If there is something specific you want me to comment on, just paste it into the body of the email. Do not ask me to read an entire paper.

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ASSIGNMENTS, EXPECTATIONS, AND POLICIES:

**Grading Scale:** A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60, F = 59 & Below

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay 1: Narrative/Descriptive</td>
<td>Final Draft: 9/8</td>
<td>10%</td>
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<tr>
<td>Essay 2: Cause &amp; Effect</td>
<td>Final Draft: 9/27</td>
<td>10%</td>
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<tr>
<td>Essay 3: Comparison/Contrast</td>
<td>Final Draft: 10/13</td>
<td>10%</td>
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<tr>
<td>Essay 4: Researched Argument</td>
<td>Final Draft: 11/17</td>
<td>15%</td>
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<tr>
<td><strong>Fallacies Project</strong> &amp; presentation</td>
<td>Due: 11/3</td>
<td>10%</td>
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**Exams**
- Midterm Exam                         10%
- Final Exam                            15%

**Journals & Activities**            20%

**Class Materials**
- Writer’s Journal (composition notebook or spiral notebook)
- Folder for current drafts (online or actual)
- Textbook, *Patterns for College Writing*, Course readings from the textbook, as assigned
- Access to a computer, printer, and Brightspace

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**Working with Your Peers**

We will meet often in pairs or small groups to workshop our writing. You are expected to bring homework, notes, journals, or drafts, as instructed. We will do many in-class activities to help you generate ideas, get words on the page, draft, revise, and edit.

**Conferences**

We will schedule a week for conferences during the semester. You will sign up for conference times prior to that week. All other conferences will be by appointment. Conferences are a chance for us to talk one-on-one about your writing and progress in the course. All conferences will be held in my office (Ferguson 178).

**Participation and Attendance**

Our class meetings involve active learning. Lectures are mostly brief, and most of the class time involves reading, writing, and discussion activities. The Journals & Activities grade includes evaluation of your attendance, preparation, and participation in each day’s activities. **Three absences will not be penalized, although in-class work cannot be made up. Your course grades will be determined by subsequent absences.**

Nonparticipation, such as sleeping in class, unauthorized use of electronics, working on assignments for other classes are also counted as absences.

- 4 absences = C (the highest final grade you can make)
- 5 or more absences = Fail the course
- Coming in late/leaving early = 1/2 absence
**Being absent is not an excuse for missed information or assignments due.** You should e-mail a classmate to find out what went on in class if you are not able to attend. Often you can find the needed information on Bright Space. You should pick up any missed packets or material. You will be responsible for all the material discussed in class on the days you were absent—and for the material for the next class period.

**Excused absences:** All university-sponsored events are excused absences, though you must turn in assignments by their due dates. Doctor’s notes are required for frequent and/or prolonged illnesses. You can contact the Office of Student Rights and Responsibilities (OSRR) if you would like to request an absence notification be sent to your instructors.

**Essay Format**

- All major assignments should follow the MLA Style Guide and should be in essay form, unless otherwise noted.
- All major assignments should be formatted as follows: 12-point, Times New Roman, double spaced, 1" margins.
- Assignments should have an original title.
- Use a standard heading in the top LEFT corner of the page (your name, date, instructor’s name, class and section).
- Pages should be numbered.
- Print essays in clear ink on good quality paper.
- Staple your essay.
- Use passages/examples from the texts as support.
- Use parenthetical citations
- Use block quotations for quotes more than 4 typed lines of text.

**Academic Integrity**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Plagiarism in ENG 1301:** The writing you turn in or otherwise share with me and your group must be your own. **You will not receive credit for any essay that contains plagiarized ideas or writing, you will not be allowed to re-do a plagiarized assignment, and a Report of Academic Dishonesty may be submitted.** We will look at how to represent and give credit to the ideas and writing of others. Please let me know if at any point you do not know how to properly document your research.

**Late Work**
All work must be turned in on the day that it is due, at the beginning of class. Final due dates of the major work is listed above and in the class calendar that follows. These assignments must be turned in at the beginning of class on the day that they are due, unless otherwise instructed. Work that is one calendar day late will be worth 80% of the grade; after that, the grade will be lowered by 10% for each calendar day, including weekends.

Reading responses, when assigned, are due before the following class, unless I tell you otherwise. Any required drafts or other work are due at the beginning of class on the dates I assign. Your Journals & Activities grade will be negatively affected if you are regularly late with work or are not prepared for class.

Withheld Grades
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

ADA Notice
It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). SFASU Disability Services: Human Services Building, Room 325 P.O. Box 6130, Nacogdoches, TX 75962-6130 Voice: (936) 468-3004, Fax: (936) 468-1368 Hours 8:00 a.m. – 5:00 p.m., Monday – Friday

SFASU 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:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU 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

Composition Classes Schedule:
In order to facilitate classroom discussion, all reading assignments and homework must be completed prior to the class due date. Due dates and the first reading assignments and other
homework are not listed. All other activities and homework will be assigned closer to their due
dates. This is a tentative schedule and is subject to change.

**Response Questions / Quizzes may be required at any time, and there are no make-ups for absent or tardy students. Exams and major assignments are in bold.**

**Week 1**
- 8/23 – 8/27
  - Introduction & syllabus
  - The Writing Process
  - Read chapters 1 & 2 in *Patterns*
  - Diagnostic Essay: Essay on a family relationship

**Week 2**
- 8/30 – 9/3
  - MLA format
  - **Essay 1: Epiphany:** A moment in your daily experience when you had a sudden insight that changed your understanding of yourself or the way you understand your life. Use narration & description. (800 - 1000 words, due Wednesday, 9/8)

**Week 3**
- 9/6 – 9/10
  - Essay 1: Epiphany, due Wednesday, 9/8
  - In-class writing. Read & annotate text, as assigned.
  - MLA format

**Week 4**
- 9/13 – 9/17
  - Cause & Effect writing (continued)
  - In-class writing. Read & annotate text, as assigned.
  - Library tour
  - **Essay 2: Photos of War. See page 360 in textbook for the assignment. Due 9/27 (900 – 1000 words)**

**Week 5**
- 9/20 - 24
  - Rough drafts
  - MLA documentation & citing sources (required for Essay 2)
  - In-class writing. Read & annotate text, as assigned.
  - Library tour

**Week 6**
- 9/27 - 10/1
  - **Essay 2 due 9/27**
  - **Essay 3: See page 401, #2 “Working with Sources” or page 418 #3 “Working with Sources. Due 10/13 (900 – 1100 words)**
  - In-class writing. Read & annotate text, as assigned.

**Week 7**
- 10/4 – 10/8
  - Comparison & contrast (continued)
  - In-class writing. Read & annotate text, as assigned.
  - Review: In-text citations and Works Cited (required for Essay 3)

**Week 8**
- 10/11 – 10/15
  - Comparison & contrast (continued). **Essay due 10/13**
  - In-class writing. Read & annotate text, as assigned.
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<tr>
<th>Week</th>
<th>Tasks</th>
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<tr>
<td>10/18 &amp; 10/20</td>
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<tr>
<td>Week 10</td>
<td>Conferences begin. Fallacies project (continued) In-class writing. Read &amp; annotate text, as assigned.</td>
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<td>10/25 &amp; 10/27</td>
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<td>Week 11</td>
<td>Conferences (cont.) Fallacies project due 11/1; presentations: 11/8, 11/10, 11/15, 11/17 Essay 4: Researched argument essay on gun violence (due 11/17; 1000–1200 words). In-class writing. Read &amp; annotate text, as assigned</td>
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<tr>
<td>11/1 &amp; 11/3</td>
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<td>Week 12</td>
<td>Researched argument essay (cont.) In-class writing. Read &amp; annotate text, as assigned.</td>
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<tr>
<td>11/8 &amp; 11/10</td>
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<td>Week 13</td>
<td>Researched argument due 11/17 Revision: structure &amp; paragraphing, citations, and Works Cited. In-class writing. Read &amp; annotate text, as assigned</td>
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<td>11/15 &amp; 11/17</td>
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<td>Week 14</td>
<td>THANKSGIVING WEEK HOLIDAYS, 11/22 – 11/26</td>
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<td>Week 15</td>
<td>Review and wrap-up Revisions</td>
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<td>11/29 &amp; 12/1</td>
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<td>Week 16</td>
<td>Final Exam</td>
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<td>12/6 – 12/10</td>
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