English 1301.048
Rhetoric and Composition
Department of English and Creative Writing, SFASU

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Zoom Office Hours: Tuesday/Thursday 10:00 – 11:00am and 2:30 – 4:00pm and by appointment

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 English 1303. Must earn a grade of C or higher to be admitted to English 1302. Prerequisite(s): 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 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 Objectives:
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 of these six objectives.
By enrolling in English 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.

English Program Learning Outcomes:

<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>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts</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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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

**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).

**Required Texts and Materials:**
All course materials for this course are located in D2L Brightspace. Students must have access to a computer and the internet to participate within this course. Students should bring a laptop or writing materials to class in order to fully participate. No other textbooks or materials are required.

**Course Requirements:**
Assignments: The assignments and grades for this course will be weighted as follows on a 1000-point scale:

**Weekly Assignments:**
125 points  Discussion Responses (5 posts at 25 points each)
125 points  Quizzes (5 quizzes at 25 points each)
100 Journals/Self Assessments (10 @ 10 points each)
50 points Surveys (2 @ 25 points each)

**Attendance:**
50 points

**Major assignments:**
100 points Narrative Essay
100 points Rhetorical Analysis Essay
100 points Summary and Analysis Paragraphs Assignment
150 points Proposal for an Argument Essay

**Tests:**
100 points Final Exam

1000 total possible points: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; Below 600 = F

**Grade Criteria:**

Grading Standard:
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.

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 nor 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 below 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.

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.

Attendance:
For this course, students are expected to actively participate in the classroom environment, login frequently to Brightspace to participate in weekly discussion responses, quizzes, and journals. Also, students may be required to meet one or two times on Zoom during the semester with a group or instructor on scheduled dates and times, but these are mostly scheduled by students at their convenience.

Attendance Grade:
Students who have less than four unexcused absences will receive 50 points on the Attendance grade. Students with more than four unexcused absences will receive a 0 for the Attendance grade. Students should communicate with the instructor regarding attendance issues. Unexcused absences occur when the student does not communicate with the instructor regarding an absence.
**Late work:**
Students who email the instructor before the due date with a request for an extension will receive an automatic 24 hour extension. Longer extensions will be provided at the instructor’s discretion. A late penalty of five points per day will be assessed when a student does not email the instructor with an extension request before the due date. As you instructor, I will work with students regarding this matter, but it is the student’s responsibility to request for an extension in an email.

**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 an online 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 what behavior is appropriate/inappropriate in the classroom. Students who do not attend class 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 available to help SFA students succeed.

**Academic Integrity (A-9.1):**
Academic integrity is the 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. 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.

For this course, students will upload major assignments to Dropbox/Turnitin. Turnitin is a plagiarism tool. Students who purposefully plagiarize will receive a zero (0) for the assignment and may face additional consequences. However, most student plagiarism is accidental, so students will have an opportunity to revise and acknowledge source materials when accidental plagiarism occurs.

**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.

**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 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 Resources:**
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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://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

**Readings and Assignments in English 1301**

**Week One (Wednesday, Aug. 23rd – Saturday, Aug. 28th):**

**In the Table of Contents, you should**
- Read the Syllabus for English 1301
- Review the Class Calendar
- Review Weekly Readings and Assignments in English 1301

**In Chapter One: Welcome and Getting Started, you should**
- Read the introduction to Chapter One
- Read How To Navigate Through Class Successfully
- Review Meet Your Professor
- Complete Discussion #1
- Complete Survey #1
- Complete the Checklist for Chapter One

**In Chapter Two: Narrative Writing, you should**
- Read the Goals for Chapter Two
- Review the Personal Narrative Essay Assignment instructions

**Week Two (Sunday, Aug. 29th – Saturday, Sept. 4th):**

**In Chapter Two: Narrative Writing, you should**
- Watch the Powtoon short: “Writing a Narrative”
- Study the Narrative Writing Mini-Lecture
- Review “Narrative Writing” by Jenn Kipka
- Study the Prezi on Writing an Essay
- Begin working on draft of your narrative essay
- Review the Outline for the Narrative Essay
- Watch the video “Grit: the power of passion and perseverance” by Angela Lee Duckworth
- Watch the video “10,000 Hours to be Massively Successful”
- Complete Journal/Self-Assessment #1
Complete Discussion #2

**Week Three (Sunday, Sept. 5th – Saturday Sept. 11th):**

*In Chapter Two: Narrative Writing, you should*

- Read “Fish Cheeks” by Amy Tan
- Read the Student Example for Narrative Essay
- Read the Student Example Body Paragraphs for Narrative Essay
- Review MLA: Formatting an Essay
- Review the Works Cited entries for the Narrative Essay and use the correct entry for your essay
- Complete Journal #2
- Complete Quiz #2: Narrative Writing

**Week Four (Sunday, Sept. 12th – Saturday, Sept. 18th):**

*In Chapter Two: Narrative Writing, you should*

- Complete draft of your Narrative Essay
- Upload your essay for instructor review
- Revise and edit your narrative essay
- Upload essay to Dropbox
- Complete the Checklist for Chapter Two
- Study the Prezi on Writing Smart Sentences located in Resources
- Study the Prezi on Sentence Structure Sads located in Resources
- Complete Quiz #1: Grammar

**Week Five (Sunday, Sept. 19th – Saturday, Sept. 25th):**

*In Chapter Three: Rhetoric, you should*

- Read the Objectives and Goals for Chapter Three
- Study the Rhetoric Mini-Lecture
- Review the Prezi on Rhetoric
- Watch the Purdue OWL video on Visual Rhetoric
- Complete Discussion #3
- Read Purdue OWL: Using Rhetorical Strategies for Persuasion
- Watch the videos for the “I Have A Dream” and the “I Can Hear You!” speeches to prepare for Quiz #3
- Complete Journal #3

**Week Six (Sunday, Sept. 26th – Saturday, Oct. 2nd):**

*In Chapter Three: Rhetoric, you should*

- Complete Quiz #3
- Read the Student Example for the Rhetorical Analysis Essay
- Locate two commercials to use for the essay
- Read “How to Describe an Advert with Accuracy”
- Study and review the Rhetorical Analysis Essay assignment instructions
- Participate in groups to choose commercials and begin drafting essay
- Journal #4 Due

**Week Seven (Sunday, Oct. 3rd – Saturday, Oct. 9th):**

*In Chapter Three: Rhetoric, you should*

- Complete draft of Rhetorical Analysis Essay
- Complete Journal #5
- Submit your Rhetorical Analysis Essay to Dropbox

**Week Eight (Sunday, Oct. 10th – Saturday, Oct. 16th)**

*In Chapter Four: Summary and Analysis, you should*

- Read the Introduction and the Goals for Chapter Four: Summary and Analysis
- Read the instructions for your major assignment, the Summary and Analysis Paragraphs assignment.
- Review the six topics provided and choose one topic (the article and video) you will use for the major assignment
- Read and annotate your choice of article
✓ Watch the video multiple times while taking notes to prepare for Discussion #4 and to use the same ideas in your major assignment
✓ Read the Summary Mini-Lecture
✓ Read the Analysis Mini-Lecture
✓ Complete Discussion #4

Week Nine (Sunday, Oct. 17th – Saturday, Oct. 23rd)

In Chapter Four: Summary and Analysis, you should

- Watch “How to Write a Summary” YouTube video.
- Review the Prezi on Summary and Analysis
- Review the Prezi on Quotations
- Study How Do I Quote That? Review of Quotations
- Review Writing and Citing Quotations
- Complete Quiz #4
- Begin drafting summary and analysis paragraphs
- Review the Works Cited for an academic article from a library database and Works Cited for YouTube
- Read the Student Example and Another Example to view how other students have successfully composed this assignment.
- Complete Journal #6

Week Ten (Sunday, Oct. 24th – Saturday, Oct. 30th)

In Chapter Four: Summary and Analysis, you should

- Complete your Summary and Analysis paragraphs
- Review How Your S/A Paragraphs Will Be Evaluated
- Upload paragraphs for peer-review
- Submit Summary and Analysis Paragraphs to Dropbox
- Journal #7 Due

Week Eleven (Sunday, Oct. 31st – Saturday, Nov. 6th)

In Chapter Five: Proposal for an Argument Essay, you should

- Read the assignment instructions for the Proposal for an Argument Essay and the Outline for Proposal for an Argument essay and recognize that you will use the paragraphs from the S/A assignment as the foundation for this essay.
- Read the Goals for Chapter Five
- Study Making an Argument Mini-Lecture
- Read the article “What is an argument?”
- Journal #8 Due

Week Twelve (Sunday, Nov. 7th – Saturday, Nov. 13th):

In Chapter Five: Proposal for an Argument Essay, you should

- Review What is a Proposal?
- Review Where Do I Begin? Writing the Thesis Statement
- Study the Prezi on Thesis Statements to prepare for Discussion #5.
- Complete Discussion #5
- Read How Do I Cite That? for more information on using in-text citations in MLA
- Use the Outline for Proposal for Argument Essay as a guide to composing your draft of this essay.

Week Thirteen (Sunday, Nov. 14th – Saturday, Nov. 20th):

In Chapter Five: Proposal for an Argument Essay, you should

- Study the Prezi on Using Quotations
- Review Writing and Citing Quotations
- Study How Do I Quote That? Review on in-text citations
- Begin composing the Proposal for an Argument Essay
- Complete Quiz #5
- Complete Journal #9

Week Fourteen (Sunday, Nov. 21st – Saturday, Nov. 27th):
Thanksgiving Week! No assignments for this week!

Week Fifteen (Sunday, Nov. 28th – Saturday, Dec. 4th):

**In Chapter Five: Proposal for an Argument Essay, you should**

- Study the Prezi on Revising and Editing Essays
- Read the Student Examples
- Review the Proposal for Argument essay instructions
- Upload your essay and complete peer-review
- Journal #10 Due

Week Sixteen (Sunday, Dec. 5th – Friday, Dec. 10th):  

**In Chapter Five: Proposal for an Argument Essay, you should**

- Submit your Proposal Essay to Dropbox

**In Chapter Six: Final Exam, you should**

- Study the Review for Final Exam for English 1301
- Complete Survey #2
- Final Exam Due in Dropbox