Rhetoric and Composition

ENG 1301.052; ENGL 1301.053; ENGL 1301.054

Name: Carrie McComas
Email: cmccomas@palestineschools.org;
Phone: 903-731-8005 Ext. 2073
Office: PHS Room A001
Office Hours: Monday-Thursday 3:40-5:00
Department: English and Creative Writing
Class meeting time and place: Daily, PHS Room A001

Course 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 ENG 133. Must earn a grade of C or higher to be admitted to ENG 132. Course fee $10. (ENGL 1301)

Prerequisite(s): acceptable THEA score or at least a C in IRW 099

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).

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 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. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

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<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Will Be Addressed</th>
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| Critical Thinking Skills | To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information | Active reading assignments
Writing assignments that teach process, analysis, reflection, and working with sources
This will be addressed in all four of the essays that will be completed in this class. DATES TBA |
| Communication Skills  | To include effective development, interpretation, and expression of ideas through written, oral, and visual communication. | Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts
Small-group discussion activities
This will be addressed in all four of the essays that will be completed in this class. DATES TBA |
| 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 and small-group work
This will be addressed on those calendar days marked Peer Review. DATES TBA |
| 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
This will be addressed in Essay Three and Essay Four. |

**Credit Hour Justification**
ENGL 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.

**Text and Materials**
- Access to D2L
- Notebook/paper for handouts and in-class discussions/assignments
- Instructor will provide handouts as needed

**Course Requirements**
Four major essay assignments will be required for this course and must be submitted through D2L to receive credit. Emailed assignments will not be considered submitted. Quizzes will be administered over major concepts covered in class. Minor class work will also be assigned. These assignments are designed to aid students’ understanding of the material and prepare for the major assignments. A final exam writing assignment will be administered according to the university exam schedule.

**Course Calendar** (further information found at the end of this document)
Unit 1: The Writing Process
  - Personal Narrative
  - Review
Unit 2: Language and Rhetoric
  - Rhetorical Analysis
Unit 3: Introduction to Research
  - Persuasive Essay

**Grading Policy**
Major Essays: 50%
Quizzes: 20%
Minor Class Assignments: 20%
Final Exam: 10%

**Late Work**
Students are expected to turn in work on time. A 10-point penalty will be administered for each day an assignment is late.

**Attendance Policy**
Students are expected to attend class. However, when an absence is necessary, please communicate via email as soon as possible regarding the absence. For school-related absences, please let the instructor know in advance. Students must be in attendance 90% of the time in order remain in good standing for this course.

**Make-up Work:** Students are allotted the same number of days missed to complete make-up assignments. Once the number of days have, student work is subjected to the late work policy.

**AARC Tutoring**
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.

Contact information:
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information about the services provided, visit us on the web: sfasu.edu/aarc

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/student-academic-dishonesty-4.1.pdf

Withdrawn 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 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, 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/.

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/counselingservices
  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

Tentative Weekly Topics & Core Objectives Schedule

8/23-8/27: Course information; introduction to the writing process (CO 2)
8/30-9/3: Introduction to the personal narrative (CO 1, 2)
9/6-9/10: Personal narrative development and draft (CO 1, 2)
9/13-9/17: Personal narrative revision and peer review; introduction to evaluation (CO 1-2)
9/20-9/24: Review assignment (CO 1, 2)
9/27-10/1: Review revision and peer review; introduction to rhetoric (CO 1-2)
10/4-10/8: Rhetorical devices; close readings (CO 1, 2)
10/11-10/15: Rhetorical analysis assignment (essay 3) development and draft (CO 1, 2, 4)
10/18-10/22: Rhetorical analysis revision and peer review (CO 1-4)
10/25-10/29: Introduction to research (CO 1, 2, 4)
11/1-11/5: Citing sources (CO 1, 2, 4)
11/8-11/12: Persuasive essay topics exploration and research (CO 1-4)
11/15-11/19: Persuasive essay development and draft (CO 1, 2)
11/22-11/26: Thanksgiving Break
11/29-12/3: Persuasive essay (essay 4) revision and peer review (CO 1-4)
12/6-12/10: Finals Week