Fall 2021  
English 1301.056, 1301.057, 1301.058  
Stephen F. Austin Department of English  
Nacogdoches High School, Room 111

Teacher: Kristin D. Thomas  
Classroom phone: 564-2466 x2111  
English office phone at SFA: 468-2101  
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kdtthomas@sfasu.edu  
Conference: 3rd period

Description:

**ENGL 1301**

Credit(s): 3

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

Credit-hour Justifications

**ENGL 1301 - Face-to-face**

ENG 131 “Rhetoric and Composition” (3 credits) meets Monday through Friday in 45 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.

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**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.
English 1301 assesses four of these objectives, Critical Thinking Skills, Communication Skills, Teamwork, and Social Responsibility. This course will address the required course learning objective in the following assignments:

<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>Active reading assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing assignments that teach process, analysis, reflection, and working with sources</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>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small-group discussion activities</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>Peer writing groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small-group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<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>
</tr>
</tbody>
</table>

Student Learning Outcomes

**ENGL 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).
Course Textbooks:

*On Writing* by Stephen King  
*Excellent Sheep* by William Deresiewicz  
*Rhetoric and Composition: A Guide for the College Writer*  

Additional reading will be provided to students in print or pdf format during the semester.

Attendance/Schedule:

We will meet class on the NISD schedule, and all NHS attendance policies apply. This is a face-to-face course with online supplementation. Attendance is based on your physical presence in class each day. If you are absent for any reason, you can find the day’s instruction in our Brightspace D2L course.

Tutorial/Office Hours:

My conference period is during 3rd period each day. I am also available after school on Monday, Wednesday, and Friday each week. I am also available through Zoom appointment.

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](http://www.sfasu.edu/policies/academic_integrity.asp).

Withheld Grades Policy (A-54):

The following is taken from SFASU’s Policy Manual (2012), “Semester 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.

Disability Services:

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/.

**Visit the SFA Academic Assistance and Resource Center (AARC)!**

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.

**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

**Mental Health and Wellness:**

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  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
https://link.edgepilot.com/s/c5984b31/jKFKVgrqKkaeYO0MDtSBcg?u=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

**Grades:**

This semester I will be grading based on grading contracts. Your success in the course is derived from your participation in all the activities of the course on time, and from your mastery of the writing skills being assessed. For this contract, I have categorized assignments into three categories: 1) daily/practice assignments 2) development/process assignments and 3) culminating/major assignments.

Category 1 assignments include: discussions, practice assignments, participation assignments  
Category 2 assignments include: outlines, drafts, peer review, minor assignments  
Category 3 assignments include: essays to be drafted to mastery or complete status
You MUST complete ALL category 3 assignments to mastery to earn a passing grade for the course. These assignments are assessed on a “satisfactorily completed” or “unsatisfactorily completed” basis. Students are expected to revise each assignment until it meets the “satisfactorily completed” status. I will create a rubric for each assignment outlining that assignment’s expected learning outcomes so you will know exactly what is required to earn a “satisfactorily completed” designation. If you miss one or more learning targets, I will let you know what those are, and you will revise your essay until you have satisfactorily completed all learning outcomes for that assignment. The goal is for students to work with me, and with peers, and with the AARC prior to a due date to create a satisfactory product.

Final grade contract:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learning Outcome</th>
<th>Missing Category 1</th>
<th>Missing Category 2</th>
<th>Category 3 Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A—95</td>
<td>Meets/Exceeds</td>
<td>1</td>
<td>1</td>
<td>45-50 points</td>
</tr>
<tr>
<td>B—85</td>
<td>Meets</td>
<td>2</td>
<td>2</td>
<td>40-44 points</td>
</tr>
<tr>
<td>C—75</td>
<td>Meets</td>
<td>4</td>
<td>5</td>
<td>35-39 points</td>
</tr>
</tbody>
</table>

Final Exam--The final for this class is optional. If you choose to take the final, it will replace a missed category 2 assignment.

Course Requirements

The work for this course includes reading assignments, provided in the course, opportunities to respond to the reading, several practice activities, five multi-drafted writing assignments and a final exam (a final essay). The course work includes reading assignments, responding to instruction, writing, sending e-mails, and using the discussion board. The course requires that the reading and writing be done in a timely fashion so that students can participate in discussion and submit writing assignments when they are due.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PAGE LENGTH</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Reading</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Summary Timed Writing 1</td>
<td>1-2</td>
<td>2</td>
</tr>
<tr>
<td>Summary Timed Writing 2</td>
<td>1-2</td>
<td>3</td>
</tr>
<tr>
<td>Definition Paragraph</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Compare/Contrast Paragraph</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cause/Effect Paragraph</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Movie Analysis Presentation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Literary Analysis Essay</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Rhetorical Analysis Timed Writing 1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rhetorical Analysis Timed Writing 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rhetorical Analysis Essay</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Outlining</td>
<td></td>
<td>2</td>
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<tr>
<td>Drafting</td>
<td></td>
<td>2</td>
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<tr>
<td>Peer Review</td>
<td></td>
<td>2</td>
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<tr>
<td>Discussions</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Daily Work</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Final Exam (optional)</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Course Timeline

Unit One—Narrative

Week One: August 23-27

- Introduction to course
- Introduction quiz Category 1
- Diagnostic Essay Category 1
- Begin Narrative Unit

Week Two: August 30-September 3

- Narrative Essay Outlining Category 2
- Narrative Draft due Category 2

Week Three: September 6-10

- Personal Narrative Essay Due Tuesday, September 7 Category 3
- Read Chapter 2 of The Language of Composition for Tuesday
- Annotation Practice Category 1
- On Writing Summer Assignment Due Category 2

Unit Two—Summary

Week Four: September 13-17

- Summary Introduction and Practice
- In-Class Summary Essay #1 Category 2
- In-Class Summary Essay #2 Category 3

Unit Three—Modes

Week Five: September 20-24

- Introduction to Modes
- Discussion Category 1
- Three modes paragraphs Category 2

Unit Four—Literary Analysis

Week Six: September 27-October 1

- Introduction to Literary Analysis
- “Barn Burning” Category 1
- “Why I Live at the PO” Category 1
- “Good Country People” Category 1
- Movie Analysis Introduction

Week Seven: October 4-8

- Literature Circle #1 Category 2
- “A Good Man is Hard to Find”
Week Eight: October 11-15

- Movie Analysis Presentations Category 3
- Literature Circle #2 Category 2

Week Nine: October 18-22

- Literary Analysis Essay Planning Category 2
- Literature Circle #3 Category 2
- Writing Conferences Category 2

Unit Five—Visual Analysis

Week Ten: October 25-29

- Drafts due Category 2
- Peer Review Category 2
- Final Literary Analysis Category 3
- Introduction to Visual Analysis

Week Eleven: November 1-5

- Visual Analysis Presentations Category 3
- Introduction to Rhetorical Analysis

Unit Six—Rhetorical Analysis

Week Twelve: November 8-12

- AP Rhetorical Analysis Timed Writing Category 2
- Assign Speech Rhetorical Analysis
- AP Rhetorical Analysis Timed Writing #2 Category 2
- Annotations Category 1
- Planning Category 2

Week Thirteen: November 15-19

- Writing Conferences Category 2
- Draft Submission Category 2
- Peer Review Category 2
- Final Rhetorical Analysis Category 3

Thanksgiving Break

Week Fourteen: November 29-December 3

- Dead Week
- Revisions

Week Fifteen: December 6-10

- Finals Week