English 1301.062,063  
Rhetoric and Composition  
SYLLABUS  
Department of English, SFASU  
Fall 2021

<table>
<thead>
<tr>
<th>Name:</th>
<th>Lindsey McDonald</th>
<th>Office Hours:</th>
<th>Mon/Thurs 8-9am online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address:</td>
<td><a href="mailto:mcdonaldlm2@sfasu.edu">mcdonaldlm2@sfasu.edu</a></td>
<td>Class meeting place:</td>
<td>Online, d2l.sfasu.edu</td>
</tr>
<tr>
<td>Office:</td>
<td>None, although I do have a box in the English department office.</td>
<td>Course access:</td>
<td>Use your mySFA log in information to access your course.</td>
</tr>
<tr>
<td>Office phone number:</td>
<td>I do not have an office phone. I will try to be as responsive as possible via email, but please allow 24 hours for response.</td>
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</table>

**Best Ways to Contact Me**

I may be reached using the e-mail tool in our course, but I can respond faster to emails to my SFA email address.

**Technical Support Information**

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you'll find written instructions and video tutorials.

**General Education Core Curriculum Objectives:**

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively
with others to support a shared purpose or goal.

4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**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.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</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>All assignments in this class are meant to give students the opportunity to develop critical thinking skills.</td>
<td>Various due dates</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>All assignments in this class are meant to give students the opportunity to develop communication skills, specifically written communication.</td>
<td>Various due dates</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Each time the students review and revise their writing, they are manipulating and analyzing observable data and drawing informed conclusions.</td>
<td>Various due dates</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>The discussion assignments and the peer review assignments satisfy the &quot;teamwork&quot; objective.</td>
<td>Various due dates</td>
</tr>
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Student Learning Outcomes for ENG 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);
- Refine 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).
Specific Course Information

Description:
ENGL 1301 “Rhetoric and Composition” (3 credits; fully online) meets online for 15 regular weeks during the semester, and it also meets online during the final week of the semester for a 2-hour final examination. In English 1301, through engagement with a Cengage product, students study and practice the writing process and the skills of writing with a focus on analytical reading and writing. Students read and write a range of essay types, including expressive, explicatory, analytical, and persuasive. Essay assignments address rhetorical analysis and critical responses to close readings of texts. Students in English 1301 are required to write a minimum of four formal essays (totaling at least 15 pages) and complete a final, in-class timed essay. Preparatory work outside class will average 6-8 hours per week.

ENG 1301, Rhetoric and Composition – “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 1303H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 1302.” College Bulletin, 2012-2013.

Additional Information:
English 1301 is the first half of the basic composition year that is studied by almost all students at Stephen F. Austin State University. The course is made up of reading assignments that provide models of good writing and provoke discussion that is meant to lead students to the ideas that they will include in their writing. The writing instruction and practice is meant to prepare students to complete a college degree and to competently use language in any personal or professional setting.

Required Texts and Materials:
How to break up with your phone, Catherine Price ISBN: 978-0-399-58112-0

Course Requirements:
The work for this course includes reading assignments from the texts, The Curious Writer and How to break up with your phone, opportunities to respond to the reading via journal entries and discussion posts, chapter quizzes, five major writing assignments and a final exam (a final essay). The course work includes 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.

**Prior to Beginning the Class**

Be sure you have your MySFA login and password in order. When the class opens, do the "Getting Started" module. Purchase copies of the textbooks from the Pearson website.

**Assignments and Grades**

All writing assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics; that is *substance*, as well as *expression*.

You will submit a rough draft for each major essay. Most of your drafts will be reviewed by your peers. All essays must be in *MLA format*, with one inch margins, no cover page, and a Works Cited page if specified in the assignment instructions. Text should be either Cambria or Times New Roman 12 point, and double-spaced. Pages should *not* be right or full justified. Pages should be numbered, in the header, at the top right hand side of all pages, along with the author's last name (McDonald #). The major work in the course is the writing; all the course work is designed to help you improve your writing skills. Doing all the course reading and writing assignments increases the possibility of academic success.

All assignments must be completed in the order in which they are given. All the assignments for each week must be submitted before the next week begins; check the due dates in the Timeline. If you need extra time, you should consult with me. Work that is more than *two days* late will earn no more than 70%. Allowing yourself to get behind, in an on-line class especially, can be disastrous. Consult with me immediately if extenuating circumstances have affected your submitting work by the deadline.

All essay assignments will be automatically submitted to Turnitin.

**Deadlines and late work**

You are expected to turn in all assignments on time. Late work will be accepted only according to the following guidelines:

- If you are running into delays completing any assignments, CONTACT ME AHEAD OF THE DUE DATE to explain the problem.
• Failure to complete each week on time will have an impact on your success in this class.
• Group work/discussion posts/peer reviews must be completed within the timeframe allowed in the Timeline. There is no option for an alternate assignment or for a late submission.

The assignments and grades for this course will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>5%</td>
</tr>
<tr>
<td>Personal Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Review Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Proposal Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Analytical Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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 distracting 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.

**Academic Integrity (4.1):**

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/student-academic-dishonesty-4.1.pdf.

Assignments determined to be plagiarized will receive a 0 and consequences include possible failure of the entire course. Protocol for reporting the academic dishonesty to the appropriate dean and high school counselor will be followed.

Major assignments in this course are submitted to Turnitin.com.

Withheld Grades Policy (5.5):
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 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](http://www.sfasu.edu/counselingservices)
Rusk Building, 3rd Floor
936.468.2401

SFA 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

Other course policies

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 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 that is available to help SFA students succeed.
Attendance Policy

The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

Enforcing an attendance policy in an on-line class is difficult, something that can attract students for the wrong reasons. Obviously, students are often happy not to be locked into a class attendance policy. However, students in on-line classes have a greater responsibility for creating their own class time. You should log-in to the course every day. You may, of course, do so as it suits your schedule, but this on-line class will require the same sort of discipline that is required in a face-to-face class.

Difficulties

If you do not understand an instruction, or if you have questions or are having difficulties with the reading or writing assignments, please contact me as soon as possible. I can work with you to solve the problem.

Email and phone messages

The most reliable way to reach me is by sending an e-mail.