Syllabus

The Basics

ENG 1301.084: Rhetoric and Composition
Fall 2021
MW 4-5:15 PM, Ferguson 483
Dr. Henty, hentym@sfasu.edu
Office Hours:
MW 2:20-3:55 PM, TR 1-1:55 PM, & by appointment

You will learn 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
- 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
- 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
- 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
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising
- 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

REQUIRED MATERIALS

- Access to Internet and D2L
- USB or cloud account for saving work
- Something to write in/on and with (or laptop)

Credit Hour Justification

ENG 131 “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.

In order to meet state requirements, this course will include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice.
Grades will work differently in this class than what you are (probably) used to. Early in the semester, we will talk at length about grading, feedback, and why I have chosen this “alternative” grade scheme for our class.

In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, then you’ll get a “B” course grade. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback compassionately. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, refuse to revise when asked, or do not follow the labor instructions precisely, you will get a lower course grade.

In the first week of class, you will be asked to sign a grading contract with more information, but you are guaranteed a B if you:

1. attend class regularly—not missing more than two weeks’ (4 days) worth of classes;
2. meet due dates and writing criteria for all assignments (journal entries, drafts, final drafts, etc.);
3. participate in all in-class exercises and activities;
4. complete all informal, in-class writing assignments;
5. attend all scheduled peer review class days;
6. give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, answering peer questions);
7. sustain effort and investment on each draft of all papers;

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<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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<td></td>
<td>Writing assignments that teach process, analysis, reflection, and working with sources</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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<td>Small-group discussion activities</td>
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<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>
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<td>Small-group work</td>
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<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>
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COURSE POLICIES AND GRADING

Grades

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In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, then you’ll get a “B” course grade. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback compassionately. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, refuse to revise when asked, or do not follow the labor instructions precisely, you will get a lower course grade.

In the first week of class, you will be asked to sign a grading contract with more information, but you are guaranteed a B if you:
8. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
9. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English;
10. attend conferences (at least one) with the teacher to discuss drafts.

Thus, you earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. Grades higher than B, however, do rest on my judgment of writing quality. To earn higher grades you must produce writing—particularly for final drafts—that I judge to be exceptionally high quality.

**Attendance**

Attendance and active participation in this course are necessary. You can’t learn if you aren’t here.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

Being absent is not an excuse for missed information or assignments; you are responsible for getting notes from others in class and/or keeping up with the schedule. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date.

Extenuating circumstances should be reported to the Office of Community Standards and me as soon as possible—extenuating circumstances require documentation.

**Drafting and Revising**

Drafting and revising are major components to this class, primarily because research shows that revision is integral to learning how to write well. Learning how to heavily revise drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress, instructor feedback, and writing workshop groups. Heavy revision goes deeper than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best writing and that revision may require significant rewrites. Students who commit themselves to the hard work of heavy revision inevitably produce better essays and become stronger writers.

Drafts for writing group/peer review should be uploaded to the appropriate threaded discussion BEFORE class begins.

**Submitting Work and Late Work**

You will submit rough drafts to the assigned threaded discussion on D2L so that they can be workshopped during writing group in class. Due to the nature and purpose of drafts, drafts simple cannot be submitted late.

Students are allowed **one free extension** on a non-rough draft assignment (final draft or journal entry) during the semester. You may extend any due date 72 hours (3 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, any late work will result in you not being able to earn higher than a C in the course. Any grade is better than a 0, so you should **always submit something**.

**Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work.** You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.
Office Hours

During my office hours, I am available to answer questions and work with students. During my office hours, I will be in my office in Liberal Arts North 245 AND on Zoom. If my office hours do not work for you, simply email me to set up an appointment. This is your time to get one-on-one help or clarification on any assignment. Anytime that you would like additional guidance or feedback on an assignment or reading, I encourage you to come to office hours.

Zoom Meeting for Office Hours:
https://sfasu.zoom.us/j/97942682437?pwd=N0hIeExXWk1IZIVLv1dCS0o2dmh0UT09
Meeting ID: 979 4268 2437
Passcode: 712462

COURSE ACTIVITIES AND ASSIGNMENTS

You will receive detailed assignment sheets (on D2L) for all assignments, but here are brief descriptions:

Journal

Your journal will reside on a personal, private threaded discussion in D2L. No one outside of yourself and Dr. Henty can see these journal entries. Journal entries listed on the course schedule are always due at the beginning of class. In addition to the journal entries listed on the course schedule, you may be assigned additional entries for in-class writing. Journal entries are considered process work; while it is a good idea to proofread for typos, you are not expected to revise journal entries as polished final drafts. Sometimes the journal entries will obviously be in service of a larger assignment, but other times, especially early in the semester, they may seem more “random,” but I promise that all of the writing you do in this course will serve a purpose (making you a better writer).

Rhetorical Analysis Project

For your rhetorical analysis project, you will work alone or with a partner to rhetorically analyze a chosen text (from a set of options), and present your findings to the class. You will submit a rough draft for peer review and a final draft.

Revised Essay

During the third unit of study, we will work on revising for specific audiences. You will choose one of your earlier journal entries to revise into a polished piece of writing targeting a specific audience. In conjunction with me, you will choose the best audience for your writing based on your intended purpose. You will submit a rough draft for peer review and a final draft.

Discovery Essay

The Discovery Essay is intended to introduce you to question-based writing and research. You will develop a research question that you are genuinely interested in, research, analyze sources, and eventually compose a polished essay for a specific audience that presents your findings. Similar to the “Revised Essay,” you will work with me (Dr. Henty) to determine the best audience based on your purpose and topic.

Asynchronous Minutes

The main assignment we will be using for the asynchronous minutes is a set of self-guided grammar lessons through Quill.org. You will begin by taking a diagnostic at the beginning of the semester. However, there may be additional small tasks assigned throughout the semester, such as the D2L Scavenger Hunt.
Disability Policy
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/.

Academic Dishonesty/Plagiarism
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.

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

For more information, please see: Student Academic Dishonesty and Student Grade Appeals

Mental Health
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
Office of Student Rights and Responsibilities

Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Student Rights & Responsibilities in advance of the anticipated absence to request an absence notification be sent to their instructors. These notifications are not excuses and are provided as a courtesy to the student and the student's instructor(s) and are not an evaluation of the information received by this office. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: https://www.sfasu.edu/osrr

AARC Tutoring

Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936-468-4108, Email: aarc@sfasu.edu, Website: sfasu.edu/aarc

COVID-19 Resources and Information

SFA is committed to making the semester as normal and safe as possible. You can find out more information about COVID-19 testing, statistics, and protocols @ https://www.sfasu.edu/covid19.