Rhetoric and Composition
English 1301.085

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Office: Woden High School, room 205
Office Hours: MWF, 10:00-10:30am; TR, 9:00-10:30am
Class Meeting Time and Modality: Fall Semester (2021), MWF 9:00-9:50am, F2F

Course Description
Credits: 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. 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 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 university’s 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.

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**

This course has been selected to be part of Stephen F. Austin State University’s 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.

The table below indicates the core objectives addressed by this course:

<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>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>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>
</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>
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Text and Materials
- Notebook for journal
- Folder for handouts and assignments
- Text: *Lumberjacks Write!*
- Additional course readings to be posted on Brightspace or provided as handouts in class
- Access to a computer, printer, internet, and D2L

Course Information

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Essay 1: Narrative</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2: Analysis</td>
<td>TBD</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3: Synthesis</td>
<td>TBD</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 4 (Final): Argument</td>
<td>TBD</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>TBD</td>
<td>20%</td>
</tr>
<tr>
<td>(readings / annotations, reflective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quizzes, peer response, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Schedule Summary
- Weeks 1 – 3: Narrative Essay
- Weeks 4 – 6: Analysis Essay
- Weeks 7 – 10: Synthesis Essay
- Weeks 11 – 15: Argument Essay
- Your final will be a presentation with a written paper and visual component.

Final Grade Breakdown

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>

Attendance
Class attendance is very important. Our class meetings involve active learning, therefore attendance and active participation in this course are required. You will write, share your writing, discuss topics related to writing, etc. You are expected to participate in each day’s learning activities. The learning opportunities, assignments, and your participation help to create a sense of connection to our class community.

If you are absent, you are responsible for getting notes from others in class and/or keeping up with the assignments and schedule. Be sure to use your planner to keep up with important dates.
Conferences
You will be required to meet with me individually twice during the semester, once in the first half and once in the second half. This will give you a chance to discuss your writing and progress during the course. You will need to bring your portfolio to your scheduled conferences. A sign-up sheet will be available in class.

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 included 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

Academic Integrity (4.1)
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:

● 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. Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf
Withheld Grades Semester 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, 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/.

Statement as a Responsible Employee / Lumberjacks Care
SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the university’s Title IX coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/Lumberjacks-care.

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