Rhetoric and Composition
ENGL 1301.010

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Office Hours: Tuesdays and Thursdays 9:30 – 10:30, Wednesdays 10:00 – 12:00, Fridays 10:00 – 11:00
Department: English and Creative Writing
Class meeting time and place: Tuesdays and Thursdays, FERG 483

Course 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

Course Contact Hours and Study Hours
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 three compositions totaling the equivalent of 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.

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 component 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.

Core Curriculum Objective Table

<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 Writing process(es) activities</td>
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</tbody>
</table>
ENGL 1301 Student Learning Outcomes
Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Text and Materials
- Access to Brightspace
- Access to a printer (including money for printing on campus)
- Blank journal
- One-subject three-ring binder
- Folder

Course Requirements

Major Assignments

Portfolio 1: Scholarly Personal Narrative
Write an essay that blends the personal and the scholarly to explore a person, place, object, or event that holds significant meaning for you. Your goal is to engage readers in a deeper understanding of both your personal story and the academic framework you choose. By combining these elements, you invite readers to see the universal implications of your personal narrative and the human element in scholarly theories.

Portfolio 2: Multimodal Composition
In this assignment, you will create a multimodal composition that blends various forms of media, such as text and images, to craft a compelling narrative or analysis that deepens our understanding of "where we’re from." Examples include a collage essay in which you use visual elements like photographs, magazine cutouts, etc., alongside short narrative snippets to expand on elements from your "I Am From" poem or a mini-cookbook that includes recipes along with annotations, photographs, and a short essay.

Portfolio 3: Advocate Essay
In this assignment, you will compose an essay or multimodal composition that advocates for an aspect of where you’re from. This project empowers you to advocate for something that matters to you. Examples include essays that advocate for the preservation of
a specific cultural tradition, language, or practice, that argue for the importance of a local park, library, or gathering spot, or that make a case for a needed academic or extracurricular program in a local school.

**Final Project: Collaborative Choreography**

For our capstone project, we will collaboratively design and assemble a book that you will take with you at the end of the course. This book will serve as a collective portrayal of the places, traditions, and experiences that have shaped each of us. Each student will contribute one piece of writing created during the course to this collective work. The final book aims to be more than just an anthology; it will be a choreography that represents the diverse "where we're from" narratives of the entire class.

**Major Assignment Portfolios**

You will turn in each of the three major assignments as a portfolio that includes the final draft of the assignment, a learning letter, and writing process artifacts. The artifacts section of your portfolio will include examples of your engagement with in-class writing, writing that you do on your own, writing group feedback and feedback from me, journal writing, your work with writing tools such as generative, research, and feedback from resource people such as writing center tutors, family, and friends. It is important that you document and keep up with this process work. We’ll talk more about how to do that during class.

**Reading Assignments**

Each assigned reading will include a writing component. This writing will help you engage critically with the readings and prepare for in-class discussion and writing activities. Some of the reading assignments will locate and write about sources relevant to the essay or composition you are working on that week. We will practice different techniques for active reading.

**Homework**

Plan on spending **six hours per week** working on assignments outside of class. Some of this homework will be reading assignments, but most of it will involve drafting, revising, and editing the current major assignment. This process work is self-directed, although I will provide plenty of resources and ideas to keep you engaged with your writing.

**Final’s Week**

There isn’t a final exam for this class. Instead, we will meet at the scheduled final exam time to celebrate the writing that we did this semester. I’ll hand out copies of the choreography we created, and each of us will read an excerpt of something that we wrote.

**Course Calendar**

Class meetings will follow a regular schedule of activities:

**Tuesdays:** Reading discussion and writing activities.

**Thursdays:** Writing groups and research activities

<table>
<thead>
<tr>
<th>Weeks 1 – 5</th>
<th>Scholarly Narrative Portfolio</th>
<th>Portfolio Due Date: 9/29</th>
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</thead>
<tbody>
<tr>
<td>Weeks 6 – 10</td>
<td>Multimodal Composition Portfolio</td>
<td>Portfolio Due Date: 10/27</td>
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<tr>
<td>Weeks 11 – 14</td>
<td>Advocacy Project Portfolio</td>
<td>Portfolio Due Date: 11/24</td>
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<td>Week 15</td>
<td>Finalize Choreography</td>
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<tr>
<td>Week 16</td>
<td>Final’s Week</td>
<td>Final’s Week Meeting: 12/12 @ 10:30</td>
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**Grading Policy**

| Portfolio 1: Scholarly Narrative | 25% |
| Portfolio 2: Multimodal Composition | 25% |
| Portfolio 3: Advocacy Project    | 25% |
| Reading Assignments             | 10% |
| Attendance                      | 10% |
| Choreography                     | 5% |
Attendance Policy
Your success and learning in this class depend on participating in the writing and discussion activities we do during class meetings. You can miss up to three classes before your attendance percentage is affected.

Generative Artificial Intelligence
This class adopts a transparent approach to the use of AI in all aspects of the course—from how you use it with your assignments to how I use it to assist my teaching. You will document and reflect on your use of generative AI in your major assignment portfolios. This work with generative AI will be but one part your writing processes this semester, which will also include in-class writing activities, journaling, and collaborating with peers and other resource people and technologies. I expect you to come to me if you have questions or concerns about your use of generative AI in this class, and I will likewise come to you with questions or concerns.

I will not use generative AI to grade your writing. The written feedback you get from me will be from me, although I may use generative AI for feedback in two cases: 1) if I know of a writing strategy that would be helpful to you but don't already have a handout or resource to give you; and 2) if I feel like parts of my written feedback aren't as clearly worded as they need to be.

In the spirit of transparency, it is important for you to understand what I consider to be the unauthorized use of generative AI in this class. Unauthorized use of generative AI includes failing to document and reflect on your use of it, using it in ways that undermine your learning, and presenting AI-generated content as your own original writing and thinking.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
- www.sfasu.edu/thehub
- 936.468.4008
- thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741