Syllabus

**The Basics**

**ENGL 1301.016: Rhetoric and Composition**

Fall 2023

MW 4-5:15, Ferguson 483

**Dr. Meta Henty, hentym@sfasu.edu**

**Office Hours:**

Liberal Arts North 260 & ZOOM

MWF 12-12:50, T 11-1:30 & by appointment

---

**What You Will Learn**

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.

---

**Credit Hour Justification**

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 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 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.

**Course Description:**

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 133H. 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 132.

**Section Description:**

The most accurate description of this course is: We will read and write (especially write) A LOT. While you are all sitting in this class because you are required to do so, my goal is to make the course as engaging and relevant to you as possible. This course is designed to make you a better reader and writer...but it is also designed to build community and encourage curiosity and critical thinking. My primary goal is for you to learn—how to read more critically, how to develop your own writing process, how to analyze and respond to rhetorical situations, and so much more—but I also hope that we have fun in the process.

---

**Required Materials**

$30 for printing—instead of being required to buy a textbook, I am asking that you set aside $30 to print required readings and drafts. This will be more than enough for the printing you will have to do. Set aside the money now (or going ahead and add it to your printing account) to ensure you have it when you need it. Not printing your readings, drafts, etc. WILL hurt your grade. Folder or binder to keep printed readings, annotations, and copies of drafts.

Second folder OR binder clip for submitting drafts for portfolios

Spiral Notebook (optional—only if you want to keep a physical Process Journal instead of digital)
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 below requirements. 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.

<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&lt;br&gt;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&lt;br&gt;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&lt;br&gt;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>
</tr>
</tbody>
</table>

ASSIGNMENTS AND GRADES

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Annotations</td>
<td>10%</td>
</tr>
<tr>
<td>Process Journal</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio 1</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio 2</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio 3</td>
<td>15%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Total** 100%
**Grading Policy**

Some items will be graded largely based on completion and effort. Effort will be judged based on the length of and/or attention to detail in journal entries, the number and quality of annotations, the number of drafts, the amount of revision, etc. Portfolios will be assessed based on the quality of the final draft AND the effort shown in the process work (see below).

A “C” is average and generally what you will earn for simply completing the assignment and including all required components. A “B” is considered “above average” and an “A” is “outstanding.” For this class, depending on the assignment, that could mean above average effort and/or above average quality of work. Doing the minimum required will not earn you an A. Doing the minimum required will earn you a C. Grades of A and B are reserved for students who move beyond the minimum expectations in terms of sustained effort and/or quality of work.

Throughout the semester, you are encouraged to keep up with your grades via D2L Brightspace and stay in contact with me about any questions or concerns you have. All discussions about grades will take place via D2L or SFA email or in my office. I will not discuss your grade with you before, after, or during class with other students around, and I will not discuss your grade with you via any email or communications system outside of official SFA email/D2L.

**Participation, including Writing Groups 15%**

Attendance and active participation in this course are necessary. You can’t learn if you aren’t here. With this in mind, 15% of your grade will be based on whether you 1) come to class 2) prepared and 3) actively participate.

Importantly, this includes attending writing group days and bringing your required printed writing for those days! Writing groups meet weekly, and students are required to bring 3 copies (one for each group member) of two double-spaced pages of new or heavily revised writing. Because collaborative writing processes is one of our student learning outcomes and because of the importance of peer feedback, these writing group days will count more significantly in terms of attendance.

Your will receive a total of three free absences (two for “regular” class days and one for a writing group day) before absences begin to affect your grade. After your free absences, each additional unexcused absence will negatively affect your participation grade. Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will negatively affect your participation grade. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) will negatively affect your participation grade. Every four weeks, I will enter your attendance grade for that period of time, including an explanation of the grade (number of absences, time off task, etc.)

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. PowerPoints and handouts will always be posted in D2L. While you are always welcome to come to office hours to discuss anything regarding the class, please do not email me asking what you missed in class. I am not going to re-cap the entire class period for you.

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.

**Reading Annotations 10%**

One of the goals of this class is to help you become a stronger and more critical reader. Active reading is the goal, and annotations are the primary way to enforce active reading and help generate ideas for responding to readings. We will learn how to read actively and annotate texts in a manner that will help you to better understand the text and better prepare you to work with the text.
With this in mind, you are required to PRINT and annotate all readings unless otherwise specified. The printing costs will still be much lower than purchasing a new textbook. Your annotations should be brought to class with you; they will be checked and graded for completion and thoroughness.

**Process Journal 15%**

When we talk about writing, we often use the words “process” and “product” to distinguish between the final draft (the product) and all of the work that goes into the assignment before the final draft (process). One of the goals of this class is to teach you about the writing process and give you tools to create your own writing process. With this in mind, the work completed in the process journal will be some of the most important writing you do—even though none of it will be final draft work. Primarily, the process journal will be used for invention/brainstorming and reflection, so the process journal will kind of “book-end” each major assignment. However, the process journal may also be used for specific revision activities. Sometimes these assignments will be homework, and other times they will be completed in class.

You have two options for your journal: You can buy a physical spiral notebook to bring to class OR you may use the Process Journal threaded discussion in D2L, which has been set up as a personal discussion. No one outside of yourself and Dr. Henty can see these journal entries.

Process journals will be periodically checked and graded for completion and effort and should ALWAYS be brought to class.

**Major Assignments/Portfolios**

For each of the three major assignments, you will participate in the writing process, including drafting, peer review, and revision. When you submit your final draft, you will also submit any rough drafts, revision activities, and writing group feedback. You will be graded not only on the quality of the final draft, but also on the substantive revision that has taken place between drafts. The goal is a more holistic and accurate assessment of your writing, including the writing process, and learning.

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. 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. While you will receive feedback from myself and your peers, it is important that you also work to develop an independent revision process that will allow you to revise even when you do not have feedback.

For each draft (rough, final, etc.), you are required to include an Author’s Note. More information can be found in D2L and will be discussed in class, but the author’s note is a process note—in it, you should include:

1. The state of the draft (first, second, final, incomplete, etc.)
2. Some reflection on your process to get the draft to this point
3. What you think is working well in the draft
4. What you need help with or have questions about in the draft

The goal of the author’s note is two-fold: it preps your readers to better respond to your draft and it requires you to reflect on your own writing and process.

Below is a description of each major assignment. However, you will receive a detailed assignment sheet for each.
**Portfolio 1: Academic Narrative 20%**

In this portfolio, you'll merge your personal literacy journey with insights from our course readings that delve into the realm of writing and communication. Crafting an academic narrative essay using at least one of these readings, you'll create a compelling narrative that showcases the dynamic interplay between your own experiences and the scholarly concepts we've explored together. Think of this as an opportunity to bridge the personal with the academic. Your final draft will be about 5 pages double-spaced.

**Portfolio 2: Exploring and Explaining 20%**

In this portfolio, you'll explore a topic of your choosing through research. You will choose either a topic you're passionate about or a burning question you want to know the answer to. Your goal is to craft an engaging and informative blog post (or multiple posts) or news/magazine article, supplemented with images and hyperlinks, for a broader audience. You will need to think about who the readership for your blog/magazine/newspaper is. Your final draft will be the equivalent of about 6 pages double-spaced.

**Portfolio 3: Campus Social Media Campaign 15%**

For the third portfolio, you will work in groups to collaboratively create a campus-focused social media campaign to inform or persuade. Primary research involving interviews, observations, and surveys will inform the campaign, which should encompass multiple viewpoints to address the chosen campus issue effectively. Each student will have accountability to ensure the work is equitable and no one is penalized for someone else’s lack of effort. Your audience here will be your peers (and possibly other stakeholders on campus, such as professors or administrators), so it needs to be engaging. In addition to the social media campaign, you will compose a 2–3-page rhetorical reflection that discusses the rhetorical choices made for the audience. With this reflection, your final draft will be the equivalent of about 7-8 pages double-spaced.

**Final Portfolio 5%**

For the final portfolio, you will be asked to select at least four pieces of writing from the semester that you wish to showcase and reflect on and bring them to the final exam time (we will talk more about why you may want to choose one work vs. another). During the final exam time, you will compose your final reflection, in which you will reflect on your learning and growth as a writer over the course of the semester, including a discussion of the four pieces you chose for the final portfolio. This final reflection should be about 3-4 pages double-spaced.

**ADDITIONAL POLICIES AND RESOURCES**

**Submitting Work and Late Work**

Students are allowed **one free extension** on an assignment 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. You may NOT use the extension for writing group drafts because that would defeat the purpose of the assignment. Outside of this one extension, late minor assignments (process journal, reading annotations) will not be accepted and late portfolios will have 10 points deducted per day (24 hours, not class days) they are late.

**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.

**Generative AI/Chat GPT Policy**

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 of
your writing processes this semester, which will also include in-class writing activities, journaling, and collaborating with peers.

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. Generating entire essays or relying solely on AI-generated text is strictly prohibited.

What is considered acceptable use might change with the writing context, so each major assignment sheet will have a note about the use of generative AI for that specific assignment. We will discuss and debate how to use AI ethically, how it might affect learning, and what it means for the future of writing.

This policy was written with the help of ChatGPT.

**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 260 AND on Zoom. 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. If my office hours do not work for you, simply email me, and I will be more than happy to set up an appointment at a different time.

**Zoom Meeting for Office Hours:**
https://sfasu.zoom.us/j/97942682437?pwd=N0hleExXWk1IZIV6L1dCS0o2dmhOUT09
Meeting ID: 979 4268 2437
Passcode: 712462

**Academic Integrity Policy (10.4)**

**University Policy:**

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](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/](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

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

Calendar
Below is a general outline of our course calendar. A more detailed calendar with all readings, due dates, etc. can be found on D2L. Calendar is subject to change; revisions will be discussed in class and posted in D2L.

<table>
<thead>
<tr>
<th>Weeks 1-3</th>
<th>Intro to Course, Rhetoric, Writing Process, Summary, Reading and Annotating, Process Journal, Personal Narrative, Scholarly/Academic Writing, Literacy Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Drafting for Portfolio 1: Academic Narrative</td>
</tr>
<tr>
<td>Week 5</td>
<td>Revising for Portfolio 1: Academic Narrative</td>
</tr>
<tr>
<td>Weeks 6-7</td>
<td><strong>Submit Portfolio 1: Academic Narrative</strong>&lt;br&gt;Process Journal: watch + write, questioning, respond to readings&lt;br&gt;Writing for the Web, Blogs, Hyperlinks</td>
</tr>
<tr>
<td>Week 8</td>
<td>Begin drafting for Portfolio 2: Exploring and Explaining</td>
</tr>
<tr>
<td>Week 9</td>
<td>Revising Portfolio 2: Exploring and Explaining</td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Submit Portfolio 2: Exploring &amp; Explaining</strong> and begin Invention for Portfolio 3: Campus Social Media Campaign</td>
</tr>
<tr>
<td>Week 11</td>
<td>Invention and Pre-Writing for Portfolio 3: Campus Social Media Campaign</td>
</tr>
<tr>
<td>Week 12</td>
<td>Drafting Portfolio 3: Campus Social Media Campaign</td>
</tr>
<tr>
<td>Week 13</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Week 14</td>
<td>Complete drafting and begin revising Portfolio 3</td>
</tr>
<tr>
<td>Week 15</td>
<td>Revising &amp; <strong>submission of Portfolio 3: Campus Social Media Campaign</strong></td>
</tr>
<tr>
<td>Finals</td>
<td>Final Portfolio</td>
</tr>
</tbody>
</table>