Instructor: Hannah Horton  
Email: hortonhr@jacks.sfasu.edu  
(Note: I check my Outlook email more often than my Brightspace email, so that is how I recommend contacting me.)

Office: Ferguson 279  
Office Hours: 11:45am-2:15pm MW

Course location/meeting time: T.E. Ferguson Liberal Arts 476/2:30-3:45pm on Mondays and Wednesdays  
Department: English and Creative Writing

Course Description  
Welcome! English 1301 focuses on the study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Our class will look at these topics through a lens of popular culture! Essay assignments address rhetorical analysis and evaluation, as well as critical responses to close readings of texts. This course is required of all students who do not qualify for ENGL 1303. You 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

Message from the AARC  
Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

Student Learning Outcomes for ENGL 1301  
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.

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 Communications 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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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</thead>
<tbody>
<tr>
<td><strong>Critical Thinking Skills</strong></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>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Composing for different purposes, audiences, and contexts Small-group discussion</td>
</tr>
<tr>
<td><strong>Teamwork</strong></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>Writing groups Small-group work</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Building ownership and agency with writing Ethics of research</td>
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</tbody>
</table>

**Credit Hour Justification**
ENGL 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.

**Text and Materials**
You are expected to show up to class with a notebook to serve as your course journal and a pen/pencil to write with. There are no required textbooks for this class; I will provide all reading materials on D2L. You are also expected to have outside access to technology/D2L.

**Grade Breakdown**
Daily Work: 10% of grade
Peer Review Participation: 15% of grade
Major Assignment 1—Personal Narrative (portfolio grade): 15% of grade
Major Assignment 2—Annotated Playlist (portfolio grade): 20% of grade
Major Assignment 3—Persuasive Essay (portfolio grade): 25% of grade
Participation/Attendance: 10%
Final Exam: 5%

Major assignments

Personal Narrative (Major Assignment 1)
Have you ever bonded with a loved one through playing a video game, realized a personal dream through watching a movie, or found comfort during a hard time through a specific show? Most likely, your answer is “yes.” This assignment is your chance to share these experiences. For this essay, you will attempt to craft a 3-4 page piece of writing about how a piece of pop culture has had an influence on your life. Examples include movies, TV shows, video games, songs, and books. All of these could be potential topics for this essay—but do not let this list limit you! Due September 18.

Annotated Playlist (Major Assignment 2)
Music is a major part of popular culture. For this assignment, you will create an annotated playlist of 5-7 songs centered around a particular topic of your choice and write a 1-2 page reflection on your process. The songs can be from any genre or time period, and each song must be accompanied by an annotation of 100-150 words. Due October 23.

Persuasive Essay (Major Assignment 3)
For this assignment, you will argue on an opinion you hold related to pop culture. I will provide a list of suggested arguments on D2L closer to the assignment’s unit, but do not let the list limit you—if you have any ideas of your own that you would prefer to write about, just run them by me for approval! This paper needs to be 7-8 pages long, our longest assignment of the semester. Due December 2.

Final
For your final, you will complete an in-class reflection on what you have learned about writing and about yourself as a writer. Your final is optional—if you are already satisfied with your grade in the class, you may choose to skip it. December 15, 8-10am.

Grading
Major assignments 1-3 will be graded using a portfolio approach, with portions of each grade based on final drafts, learning letters, and writing artifacts.

AI Policy
If you’re using AI tools like ChatGPT, disclose to what extent you used them in your submission notes. Use of these programs will never be required in this course; however, use will also not be banned. This use must fall within the parameters I specify within the assignment prompt, which will vary by assignment. Remember that these programs are TOOLS that have acceptable and unacceptable uses. In this class, it will never be acceptable to use these programs to write your entire assignment and turn in as your own work. Any student who does so is subject to discipline, as outlined in Article IV, section A of the university’s Code of Student Conduct and Academic Integrity Policy Number 10.4. We will work through AI literacy during this course.
**Late Work Policy**
I expect all assignments on the due dates listed above; however, I realize that sometimes life happens. So, for all deadlines, you have a five-day grace period where you can still turn in assignments past the deadline without it affecting your grade *if you let me know your reasoning for turning it in late in person or through email*. From the sixth day past the deadline on, I will deduct 10 points from your possible total grade per day. (i.e. you can get a maximum grade of 90 on day six, a maximum grade of 80 on day seven, etc.)

**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)
• Crisis Text Line: Text HELLO to 741-741

Course Schedule

<table>
<thead>
<tr>
<th>Major Assignment</th>
<th>Weeks</th>
<th>First Draft Due</th>
<th>Final Draft Due</th>
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<tbody>
<tr>
<td>Personal Narrative</td>
<td>1-3 (8/28-9/15)</td>
<td>Monday, 9/11</td>
<td>Monday, 9/18</td>
</tr>
<tr>
<td>Annotated Playlist</td>
<td>4-8 (9/18-10/20)</td>
<td>Monday, 10/16</td>
<td>Monday, 10/23</td>
</tr>
</tbody>
</table>

Final Exam: Friday, December 15, 8-10am.

The instructor will provide weekly calendars on D2L. As a reminder, major assignment 1 is due September 18, major assignment 2 is due October 23, and major assignment 3 is due December 2.

Weekly Calendars for Weeks 1-2:

<table>
<thead>
<tr>
<th>Date</th>
<th>What we’ll do</th>
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<tbody>
<tr>
<td>Monday, 8/28</td>
<td>• Review syllabus</td>
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<td></td>
<td>• Discussion question: What is pop culture?</td>
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<td></td>
<td>• Distribute “Who am I?” questionnaire</td>
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<td></td>
<td>• Assign “Shitty First Drafts”</td>
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<td></td>
<td>• Complete “Who am I?” questionnaire if you didn’t in class</td>
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<td></td>
<td>• Read “Shitty First Drafts”</td>
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<tr>
<td>Wednesday, 8/30</td>
<td>• Intro: Opportunity to share “Who Am I” questionnaire responses (I’ll share mine, too)</td>
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<td></td>
<td>• Discuss “Shitty First Drafts”</td>
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<td></td>
<td>• Introduce Major Assignment 1</td>
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<td></td>
<td>• Read “What Little Girls are Made Of”</td>
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<td></td>
<td>• Begin drafting Major Assignment 1</td>
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<td></td>
<td>• Keep both our assigned readings in mind as we draft essay 1</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| Monday, 9/4| Discuss “What Little Girls are made of”  
Discuss AI ethics  
Continue drafting Major Assignment 1 |
| Wednesday, 9/6| Writing day—work on first draft of Major Assignment 1 in class  
Submit first draft of Major Assignment 1 by class on Monday for peer review day |

(Personal Narrative) prompt  
- Assign “What Little Girls are Made Of” (Read in class if time permits)