Fall 2023
English 1301.013, 0399.013, 1301.018
Stephen F. Austin,
Department of English and Creative Writing

Teacher: Anne M. Duncan
Office: LA245
English office phone at SFA: 468-2101
e-mail address: duncananne@sfasu.edu

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

Credit-hour Justification:

ENGL 1301 - Face-to-face

ENG 131 “Rhetoric and Composition” (3 credits) meets Monday through Friday in 45-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.

Student Learning Outcomes:

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.

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.

English 1301 assesses four of these objectives, Critical Thinking Skills, Communication Skills, Teamwork, and Social Responsibility. This course will address the required course learning objective in the following assignments:

<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></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small-group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Personal narrative writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building ownership and agency with writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary and analysis of rhetoric</td>
</tr>
</tbody>
</table>

Course Textbooks:

No textbook is required. Additional reading will be provided to students in print or pdf format during the semester.

Attendance/Schedule:

All attendance policies set up by the university will apply to this class. This is a face-to-face course with online supplementation. Attendance is based on your physical presence in class each day.

Tutorial/Office Hours:

Monday and Wednesday 1:00 p.m. – 2:30 p.m.
Tuesday and Thursday 12:30 p.m. – 2:00 p.m.
Academic Integrity (A-10.4):

Article I – Standards of Conduct
   a. Enrolling at Stephen F. Austin (SFA) State University community obligates one to adhere to a code of behavior that embraces academic and personal integrity; respect for the dignity, right, and property of others; and an intolerance of discrimination and harassment. In keeping with this obligation, Students and Student Organizations are expected to comply with the standards outlined in this Code of Student Conduct and Academic Integrity.
   
b. All Students are expected and required to obey federal, state, and local laws, to comply with the Regents’ Rules and Regulations, with The University of Texas System and institutional rules and regulations. This Code contains rules for adjudicating alleged violations of University policy, in a manner consistent with the requirements of procedural due process and in accordance with The University of Texas System Rules and Board of Regents’ Rule: 50101.
   
   Read the full policy at: https://www.sfasu.edu/docs/policies/10.4.pdf

Withheld Grades Policy (A-54):

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.

Disability Services:

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 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/.

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.

Contact information:
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library
For more information about the services provided, visit us on the web: sfasu.edu/aarc

Mental Health and Wellness:

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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://link.edgepilot.com/s/c5984b31/jKFKVgrqKkaeYO0MDtSBcg?u=http://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

Grades:

Your success in the course is derived from your participation in all the activities of the course on time, and from your mastery of the writing skills being assessed. I have categorized assignments into three categories: 1) daily/practice assignments 2) development/process assignments and 3) culminating/major assignments.

Participation is important in every part of this class.
Process assignments include, but are not limited to: outlines, drafts, peer review, conferences, reflection essays, group work
Completed Assignments include, but are not limited to: essays or presentations to be drafted to mastery or complete status

You MUST complete ALL Major assignments to completion to earn a passing grade for the course. These assignments are assessed on a “satisfactorily completed” or “unsatisfactorily completed” basis. Students are expected to revise each assignment until it meets the “satisfactorily completed” status. The goal is for students to work with me, and with peers, and with the AARC prior to a due date to create a satisfactory product.

Final Average—The final grade for your class will be calculated based on the following formula:

- Participation/Engagement 20%
- Process Work 50%
- Completed Assignment 30%

Course Requirements
The work for this course includes reading assignments, provided in the course, opportunities to respond to the reading, several practice activities, multi-drafted writing assignments and a final exam (a final essay). The course work includes reading assignments, responding to instruction, writing, sending e-mails, and participating in
discussions. The course requires that the reading and writing be done in a timely fashion so that students can participate in discussion and submit writing assignments when they are due.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PAGE LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Essay</td>
<td>2</td>
</tr>
<tr>
<td>Definition Paragraph</td>
<td>1</td>
</tr>
<tr>
<td>Compare/Contrast Paragraph</td>
<td>1</td>
</tr>
<tr>
<td>Cause/Effect Paragraph</td>
<td>1</td>
</tr>
<tr>
<td>Summary</td>
<td>1</td>
</tr>
<tr>
<td>Narrative - Multimodal Essay</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Analysis - Sleep</td>
<td>3</td>
</tr>
<tr>
<td>Critical Analysis Essay</td>
<td>6</td>
</tr>
<tr>
<td>Outlining</td>
<td></td>
</tr>
<tr>
<td>Writing Conferences</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td></td>
</tr>
<tr>
<td>Peer Review</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
</tr>
<tr>
<td>Grammar Practice</td>
<td></td>
</tr>
<tr>
<td>In-class Practice</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Course Timeline

Unit One—Modes

Week One: August 28 and August 30

- Introduction to the course
- Class Organization
- Community Building
- Discuss essay writing “What is an essay?”
- Write diagnostic
- Essay Discussion, “Flow”

Week Two: September 4 – September 6

- Introduction to Modes Writing
- Annotations
- Write Modes paragraphs

Week Three: September 11 – September 13

- Feedback
- Introduction to Summary, discussion
- Write Summary in class
Unit Two—Narrative, Multimodal Composition

Week Four: September 18 – September 20

➢ Introduction to Multimodal Narrative essay—Place or Food
➢ Read and discuss essay in D2L
➢ Read, discuss, do annotations
➢ Essay Planning Conferences

Week Five: September 25 – September 27

➢ In class writing/discussion
➢ Multimodal Draft Due
➢ Peer Review

Unit Three—Cultural Analysis

Week Six: October 2 – October 4

➢ Final Multimodal Narrative Essay due
➢ Reflection essay
➢ Introduce Cultural Analysis—sleep
➢ Read, discuss essay

Week Seven: October 9 and October 11

➢ Discussion – sleep habits Keep notes.
➢ Working in a group, compose a list of questions that can be asked of other people regarding sleep habits. What are the obstacles to good sleep?

Week Eight: October 16 and October 18

➢ Meet in the library
➢ In groups, interview one professor or one librarian, one campus non-academic worker and at least two students using the questions previously composed. Make notes.
➢ Return to the library
➢ Discuss interviews and data and published essays

Week Nine: October 23 – October 25

➢ Work on draft of Analysis of Sleep Data and Recommendations
➢ Final essay due
Unit Four - Critical Analysis

Week Ten: October 30 – November 1

- Reflection Essay
- Begin Critical Analysis Assignment, discussion
  Define purpose for this essay.

Week Eleven: November 6 – November 8

- Work on topic selection
- Assignment progress conference
- In-class drafting

Week Twelve: November 13 – November 15

- Drafts due
- Peer Review

Thanksgiving Break

Week Thirteen: November 27 – November 29

- In-class drafting
- Final Critical Analysis essay due

Week Fourteen: November 27-December 1

- Reflection Essay due
- Make-up Opportunity

Week Fifteen: December 11-15

- Final Exam

“Before the gates of excellence the high gods have placed sweat; long is the road thereto and rough and steep at first; but when the heights are reached, then there is ease, though grievously hard in the winning.”

—Hesiod (fl. c. 700 BCE)