Instructor: Dr. Sue B. Whatley

Office: LAN 259; Ph.: 468-2031; e-mail swhatley@sfasu.edu

Office Hours Fall 2023

Tuesday/Thursday: 9:45 a.m.-10:45 a.m.
Wednesday: 1:00 p.m.-4:00 p.m.
Other appointments may be requested (face to face or on Zoom) with a minimum 24 hour notice.

Class Schedule: ENGL 1301.029 F476 T/TH 11:00-12:15
ENGL 1301.014 F378 T/TH 2:00-3:15
ENGL 1302.007 F376 T/TH 3:30-4:45
ENGL 3381.002 ONLINE COURSE

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 Justifications

ENGL 1301 - Face-to-face
ENGL 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.
<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<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, Gather information from academic resources</td>
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<td>Communication Skills</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 Interviews, surveys</td>
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<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>Writing groups, Small-group work, Production of technology instruction policy, Production and obtaining feedback from real participants on campus</td>
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<tr>
<td>Personal Responsibility</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, Self-analysis and food journal as a legitimate self-improvement activity</td>
</tr>
</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.

**Requirements**

All ENGL 1301 classes will include at least **three major compositions** that meet the following requirements:
- One academic essay
- One multimodal composition
- Each major composition must involve critical analysis of one or more texts
- Each major composition must involve a different genre and/or rhetorical context than the other two.
Make up Work: Students will be allowed to make up work from excused absences only (essentially medical or family emergencies, or SFA sponsored activities).

Late Work Policy: As assignments are made well in advance, and listed in the calendar, they should be submitted by the due date or before; it is the policy of this instructor to refuse late work, unless a legitimate, documented excuse is provided. If the excuse is provided, the instructor will give special access to the assignment missed, and the due date will be input. Students should notify the professor when a problem arises, and should under most circumstances be able to arrange to have paper delivered to the professor within a few days if the original date due.

In the event you attempt to submit an assignment, and something glitches, take a screen shot, and e-mail me a copy of your completed work, along with the screenshot and explanation of what happened—either in D2L or to my swhatley@sfasu.edu address. You will still have to submit the assignment through the course tools (dropbox, discussion, quiz), and there will be several corrective steps to make this happen, so it is time consuming, but if you have e-mailed it, we will have proof you had completed the assignment on time. Most assignments are due at 11:30 p.m., but you can avoid problems by not waiting until 11:20 or later to submit.

*NOTE--New Policy: One two-day extension will be granted each student once during the semester. Once granted, students will not be granted another for any reason.

Grading: Grades will total around 1000 possible points, with daily grades counting roughly twenty-five percent of the total grade. There will be three portfolios completed during the semester; in each portfolio, there will be a variety of generative activities, rough drafts, and final drafts. The rough draft will count 50 points, the final draft will count 100 points and the rest of the points will be comprised of a variety of the following kinds of low stakes writing process activities:
1) close reading of provided materials
2) class activities regarding materials and skills
3) quizzes
4) classroom discussions, debates, games related to the topic
5) soft research
6) reflections about any aspect of the writing activities
7) multi-modal presentations about writing activities
[This list is not exhaustive/complete.]

Portfolio Focus
**Portfolio 1** will focus on all aspects of food—costs, production, safety, health, disorders, political manipulation, etc. While some elements of this portfolio will engage personal, narrative writing, there will be other analytical types of writing integrated into the final written product.

**Portfolio 2** will focus on technology, the goal of which will be to develop legitimate portable skills. The students will actually discover an unfamiliar technology, learn how to use it, and create a document which both instructs other would-be users AND highlights their own skill set involving the technology.

**Portfolio 3** will involve problem/solution research and writing. Students will work in groups and discover a problem on campus, seek information and legal rights/responsibilities surrounding the problem, and work to develop legitimate options for response/resolution.

**Essays:** All papers and exams are to be the exclusive work of the legitimate participant of the class (see student handbook under academic integrity at SFASU). All final drafts of essays are to be typed (word-processed), double-spaced, following MLA 2016 (or later) style. Students can check their requirements for MLA on the Purdue Owl website, the section concerned with MLA (not APA or Chicago Style) [https://owl.purdue.edu/](https://owl.purdue.edu/)

Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation. Papers will consist of literary analysis, quotes and paraphrased passages from literary texts, and from secondary analytical sources about those works. All essays will be submitted in the dropbox which simultaneously submits to the turn it in system and checks for academic authenticity.

**CHAT GPT and AI (Large Language Model):** With the emergence of AI technologies comes the question of legitimacy and personal integrity. While these technologies seem to offer solutions to the difficulties and tediousness associated with any kind of writing, there are problems with their application, especially concerning the knowledge and experience needed to actually recognize and produce appropriate writing. There are several matters which I would like for us to consider as a class/writing cohort.

A) In order to develop the skills needed for success during their educational experience and beyond, all writers should push through the activities of the writing process.

B) Any use of AI assistance in writing is “sourced” material and, thus, must be documented in the same manner as any source; for MLA documentation, that means parenthetical documentation and works cited entry for every use.

C) Writing itself is an act of learning; if we avoid doing the process ourselves, we deprive ourselves of that learning.

D) There are legitimate uses of AI, and we will probably explore some this semester. But we need to recognize the difference between legitimate use and illegitimate use. For our class, any legitimate use will be announced and approved by the instructor. Unless expressly stated, assignments in this course should be composed by the registered student.

**Rewritten Essays:** Students will have the opportunity to rewrite essay 1 and 2 if their grade is below “70”. Please refer to the rewrite policy attached to this syllabus.

**AARC:** As there is a wide range of experience and preparation among Engl. 3381 students, some skills (particularly research skills and documentation methods) must be "perfected" by students on an individual basis. The AARC tutors are particularly adept at helping students...
with these basic writing and research questions, and though the professor is available during office hours, efforts should be made to seek answers to basic skills questions through the AARC. The AARC offers online tutorial help through the OWL (online writing lab) and this semester, they will also offer video chat tutoring, through the D2L tool called ZOOM.

University Policies

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

The Code of Student Conduct and Academic Integrity (4.1) 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.

**Discrimination/Harassment Policy:** It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to conference with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

**Withheld Grades Policy (A-54):**
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/).

**Title IX Policy Concerning Discrimination and Sexual Harassment:**
Stephen F. Austin State University (university) is committed to maintaining a learning and working environment that is free from sex and gender-based discrimination. Sexual harassment, sexual violence, relationship violence, and stalking are forms of sex and gender-based discrimination and will not be tolerated. The university will take prompt disciplinary action against any individuals or organizations, within its control, who violate this policy. An employee who violates this policy is subject to disciplinary action up to and including termination. A student who violates this policy is subject to disciplinary action up to and including expulsion.

In addition, if you speak with your instructor about an incident addressed in this policy, your instructor is obligated to report that incident to the Title IX office; however, if you are the victim of an incident, in most cases, you will have control over any legal action that takes place regarding the perpetrator.

**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)
- jhCrisis Text Line: Text HELLO to 741-741

**Grammar and Composition Links**

GrammarNow! <http://www.grammarnow.com/ >
Literary Links: Voice of the Shuttle; www.themodernword.com; www.gutenburg.net; www.ibiblio.com; www.poems.com; and there are many, many others which I will attempt to share as the course progresses.

Procedure for Rewriting an Essay: Online Student Version

1) Your paper will be returned electronically with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to chat with me, talk on the phone or come by my office hours after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit in the assignment section entitled “Rewrites.” Rewrites will be graded as soon as possible after submission.

5) Rewrites must be submitted within one week of the returned original paper.

6) The grade for the rewritten essay will be averaged with the grade received on the original.
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Details</th>
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<td>Aug. 28 — Sept. 3 [Sept 1–5th class day]</td>
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<td></td>
<td></td>
<td>Introductions/Bonding</td>
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<td></td>
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<td>Portfolio 1: Discover/Analyze/Create</td>
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<td>2</td>
<td>Sept. 4—Sept. 10</td>
<td>Portfolio 1: Discover/Analyze/Create</td>
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<td>3</td>
<td>Sept. 11—Sept. 17 [Sept. 12 last day to drop—12th class day]</td>
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<td>Portfolio 1: Discover/Analyze/Create</td>
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<td>4</td>
<td>Sept. 18-24</td>
<td>Portfolio 1: Discover/Analyze/Create</td>
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<td>5</td>
<td>Sept. 25—Oct. 1</td>
<td>Writing Conferences</td>
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<td>6</td>
<td>Oct. 2—Oct. 8</td>
<td>Portfolio 2: Discover/Analyze/Create</td>
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<td>7</td>
<td>Oct. 9—Oct. 15</td>
<td>Portfolio 2: Discover/Analyze/Create</td>
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<tr>
<td>8</td>
<td>Oct. 16—Oct. 22 Midsemester</td>
<td>Portfolio 2: Discover/Analyze/Create</td>
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<tr>
<td>9</td>
<td>Oct. 23–29</td>
<td>Portfolio 2: Discover/Analyze/Create</td>
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<tr>
<td>10</td>
<td>Oct. 30—Nov. 5</td>
<td>Writing Conferences</td>
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<tr>
<td>11</td>
<td>Nov. 6—Nov. 12</td>
<td>Portfolio 3: Discover/Analyze/Create</td>
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<td>12</td>
<td>Nov. 13–19</td>
<td>Portfolio 3: Discover/Analyze/Create</td>
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<tr>
<td>13</td>
<td>Nov. 20—Nov. 26</td>
<td>Thanksgiving Holiday</td>
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*Assignments as well as dates are subject to change at the discretion of the instructor.
Week 14: Nov. 27—Dec. 3
Portfolio 3: Discover/Analyze/Create

Week 15: Dec. 4--10 [Dead Week; Last Day to Withdraw from University]
Portfolio 3: Discover/Analyze/Create

Week 16: Dec. 11-Dec. 15 — (Finals Week)
Final Exam