ENGL 1301.032: Rhetoric and Composition

Ferguson Room 378, 9:30 am - 10:45 am Tuesdays and Thursdays

Final Exam: 8 am - 10 am Thursday December 14, 2023

Instructor

Karen Perkins, M. A.
Adjunct Faculty
Department of English and Creative Writing
E-mail: hensarlikm@sfasu.edu

Office Ferguson 288
Office Phone 936-468-2425

My availability for scheduling office visits during the following hours appears in Calendly. Click the link to set up a 15-minute office visit with me. You are welcome to schedule several consecutive time slots if our discussion might take longer than 15 minutes. If “Virtual” is not added as a comment, I will expect the visit to be physical.

- Tuesdays 11 am - 1 pm
- Wednesdays 4 pm - 5 pm
- Thursdays 11 am - 1 pm

I can schedule office visits at other times, too, via E-mail. Send me an email with the subject line “Scheduling an appointment to discuss . . .” (tell me what you want to discuss specifically in the subject line). Again, this is for times NOT listed in Calendly. In the email, state where/how we will meet and provide several possible days/times you would be available to meet. I’ll reply to confirm the meeting particulars. My e-mail is hensarlikm@sfasu.edu. See the PDF showing my daily schedule in our D2L Content files to see times I teach other classes. If you are unable to visit in person at my office, my virtual office link follows.

https://sfasu.zoom.us/j/97175794930?pwd=TnJObzEvdHh3THRDY0dPS3dBK0d2dz09

Again, note “Virtual” as the modality when scheduling or I will expect office visits to be in person at Ferguson 288. I will not open the Zoom virtual office otherwise.

Course Description

(3 CREDIT HOURS) 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 Co-requisite INRW 0399.

We **communicate:** We speak, read, write, interpret images and nonverbal cues, and respond to others in meaningful ways using a complex range of knowledge, skills, and strategies. We rarely consider the complex processes required or the varied **literacy** skills necessary. We take these skills for granted.

Over time, we develop literacy **habits** and mindsets without considering whether these **liberate** or **limit** us. We often depend on others to tell us what to think and do when bored, uninterested, or overwhelmed. We often devalue activities we didn’t choose for ourselves (and core curriculum English classes usually fall in this category); but I ask you to consider how your literacy might contribute to your future successes and happiness. Do your literacy and self-presentation habits liberate or limit you?

**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 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 each week, but can take longer.

**Core Statement and Learning Outcomes**

**General Education Core Curriculum**

ENGL 1301 is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified objectives for all core courses: Critical Thinking 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 objectives.

**Student Learning Outcomes for English 1301**

Upon successful completion of this course, students will:

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

Core Curriculum Objectives

By enrolling in ENGL 1301, you are enrolling in a course that fulfills Core Curriculum Course requirements in key areas as listed in the chart below.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Core Objective Definition</th>
<th>How the Core Objective Will Be Addressed (in this course)</th>
</tr>
</thead>
</table>
| Critical Thinking Skills      | To include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information | • Weekly readings from the course text, *The Writer’s Practice*  
• Analysis of assignments, “writing experience” prompts, textual models, genres, and aspects of the rhetorical situations specific to course activities |
| Communication Skills          | To include effective development, interpretation, and expression of ideas through written, oral, and visual communication | • “Writing experiences” from the course text, *The Writer’s Practice*  
• Class discussions |
| Teamwork                      | To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | • Small Group Discussions  
• Collaborative Annotation  
• Peer Reviews  
• Proofreading and copy editing |
| Personal Responsibility       | To include the ability to connect choices, actions, and consequences to ethical decision-making | • Building ownership and agency with writing  
• Ethics of composition and research  
• Project planning and management with timely submission of portfolio elements and other assigned work |

Core Curriculum

This is a general education, core-curriculum course. Program-specific learning outcomes for the English major are not addressed in the course.

Course Requirements

To successfully pass this class with a C or higher, each student must achieve a final grade of 69.5 percent or higher. The assignment categories appear below.

• syllabus quizzes, averaged (100 pts)
• reading quizzes, averaged (100 pts)
• “writing experience” zero draft responses, averaged (100 pts)
• three project portfolios worth 100 points each (300 pts)
• one-on-one individual conference with the instructor to discuss writing and/or project portfolios (100 points)

The final grade will be calculated based on 700 total possible points: total points earned / total points possible (700) = final grade. Grades for the course will be assessed based on final grade calculations falling within these designations: 100-89.5=A, 89.4-79.5=B, 79.4-69.5=C, 69.4-55=D; <55=F).

For example, if a student earns an average of 95% on the syllabus quizzes, 78% on the reading quizzes, 69.5% on the “writing experience” zero drafts, 82%, 62%, and 92% on the project portfolios, and gains 100 points for scheduling and attending a conference with the instructor, the final grade calculation would be 95+78+69.5+82+62+92+100=578 points; 578/700=82.64 as the final grade average, which is a B in the course according to the standard provided above.

Project portfolio prompts will vary, and the submitted portfolios could include various items such as a project plan, relevant writing experience zero draft(s) or excerpts from them, one or more edited and polished deliverable(s) demonstrating specific skills and knowledge central to the project, and a reflective learning letter. See each project prompt in course D2L site for specific requirements and portfolio assessment rubrics.

Integral to their success, students must show satisfactory progress through activities of the course. Students must participate in varied course readings as demonstrated by successful completion of course quizzes (each quiz may be attempted twice) and class discussions in D2L. They must compose appropriate initial draft writing prompt responses as demonstrated by the submission of assigned elements through Packback Deep Dives or Brightspace D2L. Finally, students must submit project portfolios with polished final draft deliverables (revised and edited) through our course D2L site according to the deadlines published in this syllabus or, if dates must be changed, by the revised dates published in D2L. Grace periods and late penalties will be discussed in each portfolio prompt. Quizzes and zero drafts generally will not incur late penalties unless the item is a specified artifact within a project portfolio and subject to the deadlines, grace periods, and late penalties specified in that prompt.

Course Materials

Our required course text is John Warner’s The Writer’s Practice: Building Confidence in Your Nonfiction Writing, ISBN: 978-0-14-313315-5, which will guide our study of writing processes. We will read most of this book, with a quiz over the content scheduled weekly. Writing prompts, reflection prompts, and instructional content come directly from this book; additional texts provided by the instructor are also required reading.

Students are also required to purchase a subscription to Packback Deep Dives ($32).

Students should possess typical school supplies. Students will be required to use a variety of University-provided and free online tools and apps to aid their workflow, such as Word or Powerpoint. Please note: access to University-provided computers is available on campus at a variety of computer labs (including our classroom) and, therefore, not owning a computer or having one’s personal computer break down is not an excuse for missing assignment deadlines. Please download Word and other MysFA-provided apps rather than working online only. Save ongoing work to OneDrive through your MySFA provided tools and apps. Back-up saved files in cloud or storage devices.
Students will also complete many drafting activities in Packback Deep Dives, which provides a copy of reports and essays outside of the University network, which can be a valuable back-up source of maintaining the work in the event of interrupted University system operations.

**Attendance**

Please read the University policy on [Class Attendance](#). This is a face-to-face class meeting several times weekly and requiring routine reading and writing done outside of class (homework). The number one predictor of success is engagement: this means being present for the discussions, paying attention to assignments, participating in ongoing activities, doing outside reading and homework, and submitting completed assignments as specified.

1. Face-to-face class sessions typically will not be “Zoomed” or video recordings posted in D2L. If you miss class, discuss what we did with peers and visit me.
2. **Students who are present in the physical classroom but make no effort to participate in the work of the course, especially if their behavior disrupts the class, may be asked to leave for the period.**
3. **Disruptive behaviors that violate University published guidelines on student conduct will subject student(s) to the processes outlined in those policies.**

Attendance and engagement in course activities are **required**. Please email me regarding a planned absence **before** missing the class period (or deadline) unless the absence is due to an emergency. In emergencies, handle the crisis **first** then communicate with me once danger has passed. Please discuss absences and incomplete work in person with me outside of class time, in particular, at a **scheduled appointment** (or through e-mail hensarlikm@sfasu.edu). If problems occur for you while taking this class, take an active role in solving them. **Communicate with me.** Participate in the **negotiation** required for us together to solve issues that might arise.

**Participation**

Participation is required in this course, even participation in reflecting, revising, peer reviewing, and proof-reading—routine and needed aspects of the composition processes. These tasks require practice, too. Please don’t skip out on them.

Again, attendance means thoughtful participation with instructor and peers throughout the semester and satisfactory progression through the assigned work of the course, with **on-time completion** of the project portfolios.

---

**Other Course Expectations**

**Processes v. Products**

In this course, we study the processes involved in **critical thinking and effective communicating** as well as literacy skills required to compose texts for a variety of
audiences, contexts, and purposes. For this reason, it is not sufficient to turn in a “good” product without participating in a recursive composition process. As required in other process-based studies (such as math), students in this rhetoric and composition course must “show their work,” or in other words, produce evidence of their minds at work on the assigned tasks. This evidence takes a variety of forms, such as brainstorming (oral or written), discussing (oral or written), note-taking, concept mapping, zero drafting, peer reviewing others’ work, and reflecting in writing on writing (called metacognition). **Students in this course must participate in all aspects of the composition process.**

**Formatting**

Format most zero draft submissions using MLA 9th edition (see links in D2L and Deep Dives to instructional videos on MLA 9) and Times New Roman 12-point font. Double-space the draft. If other works are mentioned in the essay, cite the work(s) according to citation guidelines described in the instructional videos (a tool in Deep Dives will help you cite work you refer to in the draft).

Formatting guidelines for some kinds of drafts will not ultimately follow MLA guidelines because the conventions for that type of document will differ from academic style guidelines. Final draft academic submissions will be in MLA, and should be revised in Word (available in MySFA to students—you can download it directly to your computer) and saved, when finished, as a PDF to upload into D2L Dropbox for the portfolio submission. Please don’t use Google Docs.

**Fine Print: A Word of Warning about This Course**

In ENGL 1301, our participation in course activities will reveal our own personal literacy skills, habits, and attitudes. Some of us will be unprepared to use our literacy skills so intensively in a fast-paced learning environment. We may actually be unprepared for the high standards required in this first-year, University-level English course requiring adult-level literacy skills.

If this is true for you, please speak to me: I can guide you to helpful resources (mostly open source / free resources) to improve handwriting, typing, reading, spelling, grammar, explanations of processes or assignments, etc. **There is no time limit for learning.** When you realize you don’t know something is a great time to seek information and opportunities for practice. I will help you find resource(s) for your unique and particular needs. I can often help you find a temporary work-around as you learn necessary skills and make long-term improvements.

**However . . .** Some of us will feel exposed and disappointed or, possibly, unappreciated. If/when the things we learn about ourselves don’t match our own expectations or visions of ourselves, or if feedback isn’t as positive as we think it should be, we may react negatively and become resentful of the work itself or the instructor assigning the work. We may blame others for our own choices and actions, both past and present. We may even “ghost” when we find ourselves challenged, instead of facing conditions and conversations that threaten our perceptions of ourselves.

If your reaction to fast-paced and rigorous learning leads you to ghost this class, I will not badger you or judge you harshly. But I won’t interfere with the natural consequences of your choices and actions
as a student either, which may include failure of the course. I expect you to accept responsibility for your attitudes about the work, your performance on the work, and ultimately your final grade in the course.

**Do your literacy and self-presentation habits liberate or limit you?** Consider carefully how your literacy might contribute to your future successes and happiness: No matter your skill levels or previous experiences, engaging fully with the work of this ENGL 1301 Composition and Rhetoric course can produce positive, long-term improvements in your literacy, if you let it—if you are open to the challenge, accept the work with a positive mindset, and apply yourself diligently to the effort to improve yourself.

The full course schedule and week-by-week topics will be located in our course D2L site. Activities are tentative and subject to change for the benefit of individuals enrolled in a given course.

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Description and Key Dates</th>
</tr>
</thead>
</table>
| 1 Writing to Communicate (100 points) | After composing at least three (3) “writing experience” zero drafts for different audiences, purposes and contexts, choose one that is or can be lengthened to three or four pages, double-spaced. Review the document, and consider what changes might improve and, if needed, expand it. What genre conventions apply to this type of document and impact its look and form (what will its specific audience expect it to look like)? Post a note in D2L Discussions **between Sept 18-30** identifying the zero draft and its audience, outlining your plans to improve the draft and make the document the best version possible of its type.  
  - Review, edit, revise, peer review, and proofread, etc. to eliminate errors in standard written English, improve the logical flow and transition between ideas, and better suit the specific audience’s expectations and your purpose for the document.  
  - Write a “learning letter” that reflects on your developing composition process and what you’ve learned from the reading and writing done so far in this class. How does paying attention to the rhetorical situation surrounding communication impact your writing and communicating processes? What (negative and positive) factors impact you as you write? Use specific examples from your reading and writing to illustrate your insights (you may refer to a source used to gain information or knowledge and/or include all or part of something you’ve drafted for class).  
  **Zero drafts responding to Warner’s writing experience prompts represent progress reports and are due as directed in D2L Content module instructions; your revision plan post is due in D2L Discussions between Sept 18-30; “best-quality” draft and learning** |
<table>
<thead>
<tr>
<th>2 Writing for Academics (100 points)</th>
<th>Propose a timeline to gather information as you explore the research question, “How do people ‘know’ you?” Your goal is to understand how people perceive you based on your attitudes, conduct, behavior, and visible evidence of the choices you make regarding at least three of the following areas: personal appearance, living spaces, social media activity, consumer spending (financial habits), or behavior/conduct in different social groups. Several zero drafts serve as both research and progress reports contributing to your analysis, such as “Who Are You? (as a Writer),” which describes your writing experiences that inform the attitudes you project to others about reading, writing, and school itself, or “Make Me Laugh (Jokes)” / “No, Seriously, Make Me Laugh (Short Imagined Monologue),” which explores your sense of humor and allows you to see how others respond to it. Additionally, you may conduct interviews, gather photographs, or survey friends and family, as well as gather other artifacts to convince your audience of the conclusion(s) you reach regarding the research question.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Project proposal due in Deep Dives Oct 16.</td>
</tr>
<tr>
<td></td>
<td>• Short progress report due in D2L Discussions Oct 23.</td>
</tr>
<tr>
<td></td>
<td>• Compose an academic analytical essay five to seven pages in length that documents your research process, presents the evidence of your research findings, and asserts a plausible conclusion or conclusions regarding the primary research question “How do people “know” you?” The essay will match academic expectations and follow MLA 9 citation, formatting, and style guidelines. Preliminary draft due in D2L Discussions Nov 3; Final draft of the five- to seven-page academic essay is due in D2L Nov 17.</td>
</tr>
<tr>
<td>3 Writing for Ourselves (100 points)</td>
<td>Design and create a “traveler’s notebook” with three different inserts to support your literacy journey as a student here at Stephen F. Austin. A traveler’s notebook is essentially a cover made of laminated paper, vinyl, or leather using simple elastic bands to hold in place various refillable inserts (typically notebooks, which can be changed easily as desired). The inserts may be used for planning, journaling, note-taking, listing, record-keeping, “scrapbooking,” and more. Additional inserts to the notebooks often include pockets, folders, and/or zippered pouches. The traveler’s notebook can be constructed in a variety of sizes, however, are not usually larger than six inches wide or nine inches high (and many are designed to be small enough to fit in a pocket), with features like a pen loop or card pocket(s). It’s best to use a “standard” size and shape that will allow you to purchase additional ready-made inserts in the future.</td>
</tr>
<tr>
<td></td>
<td>• Plan your traveler’s notebook for your own specific purposes and use, submitting a project design plan through Deep Dives with images (can include sketches or photos) and detailed descriptions of the traveler’s notebook and inserts, a</td>
</tr>
</tbody>
</table>
materials list, and source citations for process instructions you’d like to follow, due between Oct 16-30.

- Then, in the Makerspace lab, craft your personalized cover and inserts, documenting your process by taking pictures and short videos of your work in the lab.
- Submit two brief progress reports through D2L Discussions Nov 13 and Dec 4.
- Compose a two- or three-minute multimodal presentation in Powerpoint to present your Makerspace literacy journey to your classmates and I during the final exam period. Project presentation occurs at the final exam period during finals week, Dec 11-18, 2023.

University Policies

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/.

Additional information and resources

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
The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab (OWL), and student instructor reviews and learning teams both led by students who have successfully completed the course. We make it easy for you to get the help you need!

**What we do:** Tutors can guide writers at any point in the writing process on specific kinds of sentence level support and overall essay coherence by offering suggestions that do the following:

- *clarify* grammar rules,
- *explain* writing conventions,
- *provide* samples of writing that exemplify the topic being discussed,
- and *guide* writers as they revise and edit their own sentences.
- By the way, AARC tutors can also help you understand citations and MLA formatting.

Contact information:

Phone: 936-468-4108  
Email: aarc@sfasu.edu  
In-person: First floor Ralph W. Steen Library

For more information about the services provided, click here: [http://sfasu.edu/aarc](http://sfasu.edu/aarc)

So, all of that is free? Yes. It’s free!