Syllabus for English 1301: Rhetoric and Composition

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Office Hours: Tues. 9:00 – 2:00

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 1302.

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 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.

In English 1301, you will study and practice the writing process and endeavor to acquire and further craft the skills necessary to actively engage with the various cultural institutions, whether political, economic, journalistic, or ones involving entertainment, through analytical reading and writing. Students will read selections of articles, essays, and short stories to expand their experience with the cultural process of rhetoric. Demonstration of their understanding and acquisition of these skills will be assessed in the completion of four formal essays.

Required Books
Materials will be provided in pdf format and links to free web content through the class D2L site.

Student Learning Outcomes for ENG 131:
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 English 1301: Rhetoric and Composition you are also enrolling in a Core Curriculum Course that fulfills the 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.

**Core Curriculum Objective Table**

<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>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>This will be addressed in all essays for this course.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>This will be addressed in all essays in this course.</td>
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<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>This will be addressed in group exercises and by peer review.</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>This will be addressed in the Personal Narrative essay.</td>
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To meet State requirements (per SFA Policy 5.4), this course must include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Periodically, you will be required to respond to a chosen reading in a Discussion Board on d2l. There will be three such discussions, each expected to require at least 50 minutes of reading and response time, thus equaling a total of 150 minutes of asynchronous instruction time for the semester.

**Assignments**

The final grade for this course will be determined by arriving at the sum of the points for each of the major
assignments for the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20 points</td>
</tr>
<tr>
<td>Writing Journal</td>
<td>20 points</td>
</tr>
<tr>
<td>3 Major Assignments</td>
<td>20 points each (80 total)</td>
</tr>
</tbody>
</table>

**Participation Grade**

Over the course of this semester, I will document student participation in class. Participation will depend upon the student's timely completion of daily assignments and readings, participation in classroom discussions, and attentive engagement in class meetings.

Students' participation will be affected by the following offenses:

- Being late to class without a “reasonable” excuse.
- Use of cellphone or other electronic device outside of allowed times.
- Not completing a reading.
- Not bringing a textbook to class when textbook is being used.
- Persistent refusal to participate in classroom discussions.

**Guidelines for Written Essays**

To receive a passing grade for written assignments in this class, students must carefully follow the guidelines provided hereafter. These guidelines are not provided as a suggestion but are absolutely required for every single major essay students complete in this course. There are no exceptions to these guidelines though additional guidelines will be provided in the specific prompts for each assignment. Not following these guidelines may result in a failing grade for the assignment. All essays must:

- be in essay form;
- meet the appropriate page length;
- be typed, not handwritten, in double-spaced MLA format, using Times New Roman 12-point font with 1 inch margins on all sides;
- have appropriate and complete headings;
- have an *original* title, not the title of another work or a general title such as the type of assignment;
- be submitted online through D2L by the due date (papers that are not turned in online will receive a 5% deduction for every business day they are late until after one week, at which point the paper will receive a zero);
- properly cite quotes, summaries, and sources.

**Revisions**

Students will be allowed one revision this semester from the first two major essays. The final essay is not revisable. Revisions offer students an opportunity to recover from a possibly grade-damaging paper; however, revisions will only be awarded sufficient points to raise their grade by one letter (that’s 10% of the grade). Revisions will only be
allowed for papers that receive a C or below. Any paper that is plagiarized or was never turned in is not eligible for revision unless otherwise discussed. For a revision to count, the student must complete several things:

- Make corrections beyond just those marked on the original paper. What this means is the student sat down, read my comments, looked at what was marked, reread his or her paper, and understood what the errors were and how to fix them.
- Along with a revision, there must be a one-page explanation of the changes the student made and why he or she made those changes. This explanation needs to provide examples from his or her original graded paper to support the claim of understanding. No revision will be accepted without this page. This page must follow the same format as the original paper (MLA style).
- Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors. Any revisions that still contain these types of errors will not improve the student’s grade but will burn his or her revision opportunity. Students should make the revision worth their time and mine.
- Students will need to see me within one day of receiving the original graded paper to inform me of their plans to revise, as well as confer with me on ways to improve their paper. This is not optional. Any student that does not meet with me, yet hands me a revision, will have it handed right back to them.
- Students will need to go to the AARC at least once to have a tutor look at their revision. It would be in their best interest to go with specific questions and concerns, as well as the paper prompt. If they do not understand why they received the grade they did, the AARC is not going to help them in that way. Students need to be cognizant of their writing abilities and be able to see what they are doing and not doing to make the visit to the AARC effective. If they go with generalities, the tutors will focus on the areas they think needs the most work, which may not be what the student is looking for. The AARC visit is not optional.
- The original graded copy must be turned in with the revision. If I do not receive this copy, the student will not receive a grade for the revision.
- The revision must be submitted online through D2L. There will be a separate link for revisions. Again, if it is not turned in online by the time the revision is due, I will not accept it.

**Attendance & Punctuality**

Attendance is required for this class. Students will not have the necessary information to successfully complete assignments in the class if they are not present. Students are allowed 3 absences in this class without penalty. Between 4 and 6 absences will result in the loss of five points from their final grade while 7 – 9 absences will result in a loss of ten points and 10 or more absences result in a failing grade for the class. If students are absent beyond their 3rd absence and have a “valid” excuse for being absent, I will excuse it, and it will not be counted toward the total. I will determine the validity of the excuse if the excuse does not fit within university policy on guidelines for an excused absence.

Additionally, being late to class will be taken very seriously. Punctuality and personal responsibility is a skill
that students must develop to be successful in the classroom and beyond. If students are not present when I take roll for the class, they will be counted absent. But if something happened that made getting to class on time difficult, students should let me know at the end of class. Also, leaving class early, without an emergency or getting my prior acknowledgment, will result in an absence.

Whether an absence is excused or not, students are responsible for any coursework or content that was presented that day in class. Students should ask their classmates or check the class’s D2L site to receive any missed assignments or material.

**Late Work**

If a student does not have a valid excuse for an absence, I will not repeat material from the class which the student missed. Students cannot make up missed in-class activities unless they have a documented, excused absence. See SFA policy for what constitutes an excused absence. **If students are unable to turn in a major paper on time, they must make arrangements with me prior to the class meeting in which the paper is due**, and I must determine that the excuse for not being able to do so is valid. Otherwise, papers will be accepted for up to one week after the due date, but the grade for the paper will be reduced by ten percent of its total worth in points per business day that it is late. The papers must be turned into BOTH Dropbox and me in paper form at the beginning of class on the due date. If either of these is not turned in on time the paper is considered late.

**Grades**

For each assignment a grade will be calculated according to the number of points it is worth. For some assignments I will use a 10-point scale while on others he will use a 20-point scale. According to university policy, final grades for the course will consist of a letter grade only (no plus or minus). Here is a general description of letter grades:

**A:** Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

**B:** Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.
C: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of the maximum number of points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) they may receive 0 points.

Academic Integrity
Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.

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](http://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](http://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
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 741-74
Course Calendar
Please note that the following schedule is tentative and subject to change at a moment’s notice. No due dates for essays will be moved up to an earlier date. I will attempt to keep changes to a minimum, but students must be aware that the course is a living thing subject to unpredictable occurrences.

Monday, August 28 – Class introductions and syllabus review.
Wednesday, August 30 – Discussion of reading.
Friday, September 1 – Writing day.

Monday, September 4 – Discussion of personal narratives.
Wednesday, September 6 – Nonlinear narrative discussion.
Friday, September 8 – Writing day.

Monday, September 11 – Nonlinear narrative exercises.
Wednesday, September 13 – Nonlinear narrative exercises.
Friday, September 15 – Writing day.

Monday, September 18 – Conferences.
Wednesday, September 20 – Conferences.
Friday, September 22 – Conferences.

Monday, September 25 – Introduction to analysis. Personal narratives due.
Wednesday, September 27 – Discussion of reading.
Friday, September 29 – Writing day.

Monday, October 2 – Writing day.
Wednesday, October 4 – Discussion of reading and practice analysis.
Friday, October 6 – Discussion of reading and practice analysis.

Monday, October 9 – Discussion of reading and practice analysis.
Wednesday, October 11 – In-class analysis exercises.
Friday, October 13 – Writing day.

Monday, October 16 – In-class revision exercises.
Wednesday, October 18 – In-class revision exercises.
Friday, October 20 – Writing day.
Monday, October 23 – Conferences.
Wednesday, October 25 – Conferences.
Friday, October 27 – Conferences.

Monday, October 30 – Introduction to rhetorical analysis. Analysis due.
Wednesday, November 1 – In-class rhetorical analysis exercises.
Friday, November 3 – Writing day.

Monday, November 6 – In-class rhetorical analysis exercises.
Wednesday, November 8 – In-class rhetorical analysis exercises.
Friday, November 10 – Writing day.

Monday, November 13 – In-class writing exercise.
Wednesday, November 15 – In-class writing exercise.
Friday, November 17 – Writing day.

Monday, November 20 – Thanksgiving week. No class.
Wednesday, November 22 – Thanksgiving week. No class.
Friday, November 24 – Thanksgiving week. No class.

Monday, November 27 – In-class revision exercise.
Wednesday, November 29 – In-class revision exercise.
Friday, December 1 – Writing day.

Monday, December 4 – In-class writing exercises.
Wednesday, December 6 – In-class writing exercises.
Friday, December 8 – Conferences.

December 11–15 – Finals Week. Rhetorical Analysis 3 due.