English 1301-067 Syllabus
Fall 2023

Contact Information
Professor Jennifer McLaughlin
Office Location: LAN 244
Office Phone: 936-468-2226

SFA Email: mclaughljl@sfasu.edu (through outside email accounts) - preferred
Brightspace Email: mclaughljl@d2l.sfasu.edu (only email through Brightspace)

- In order to help promote a more professional understanding of email etiquette, I only check email between 8:00 AM and 5:00 PM, so anything sent after 5 PM will not be answered until the next day.
- Also, another part of email etiquette is in how you write the email. Make sure to write in complete sentences and sign off with your first and last name, along with the course number and section, so I can easily identify which class you are in and more efficiently help you.

Office Hours
Mondays, Wednesdays, and Fridays
10:00 AM - 11:00 AM and 2:00 PM - 3:00 PM

All office hours are walk-in. You don’t need to make an appointment, just drop by. If you cannot meet during my hours and need a special appointment, feel free to email me requesting one. Make sure to include the dates and times you can meet. I need to know your schedule, in order to do my best to match my schedule up with yours. If you need to meet via Zoom, let me know in the email too; that way, I can set up the meeting room info and send it to you in my reply.

Course Description: ENG 1301: Rhetoric and Composition
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

In this course, we will focus on all three forms of rhetoric: visual, oral, and written. Even though a majority of your grade will come from written essays, you will be required to learn and utilize the skills necessary for visual and oral communication, in order to prepare you for the types of communication that you will be required to use while you work through your college and professional careers in this modern, global society. To facilitate this, technology will be a major factor in this course.
And, as stated above, all students must earn a grade of C or higher to be admitted to English 1302.

Credit-Hour Justification
ENG 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 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.

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.

<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 Writing process(es) activities</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Composing for different purposes, audiences, and contexts Peer and Small-group discussion</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 and Small-group work</td>
</tr>
<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</td>
</tr>
</tbody>
</table>

By enrolling in ENG 1301, you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Communication, Teamwork, and Personal Responsibility requirements. 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.

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

At the completion of this course, students will be able to:

- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

**Required Course Materials**

- Supplemental PDFs via Brightspace
- Microsoft Word: Can download for free through MySFA
- Ready and consistent access to the Internet, both in and out of class
- regular access to a working printer: either your own or sufficient scheduling and money to print on campus
- paper/writing utensils for notes and some in-class writing that will be turned in for feedback and/or a grade.

**Grade Breakdown**

Students are required to complete four formal essay-based projects. While these projects make up the majority of your grade, it will also consist of daily work assigned as needed throughout each unit.

The distribution for each is as such:

<table>
<thead>
<tr>
<th>Personal Analysis Essay</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetorical Analysis</td>
<td>15%</td>
</tr>
</tbody>
</table>
Social Analysis Essay 20%
Argumentative Essay 20%
Peer Reviews 10%
Daily Work 20%
Total 100%

Total Percentages per Letter Grade
A: 100% - 90%
B: 89% - 80%
C: 79% - 70%
D: 69% - 60%
F: 59% and below

Major Paper Due Dates
Each quarter, a full schedule (of the work we are doing and when it is due) will be posted in the appropriate folder on D2L, but to help you organize and prepare, here is a list of the due dates for all of our major papers. Please see D2L for specific rules and regulations on the submission procedure.

Personal Analysis Project - Wednesday, September 20
Rhetorical Analysis – Wednesday, October 18
Social Analysis – Wednesday, November 8
Argumentative Essay – Friday, December 15 by 10:30 AM

Note on End of Semester Grading
In order to be fair to everyone in the class, I do not "bump" final grades. However, I do round 9% to 10%, so 89% will be rounded to 90%, but 88% (even an 88.9%) will not. Any assignment can earn above the points possible (if done exceptionally well), and there are a few small extra credit opportunities throughout the course, so any student asking for a bump has already had ample opportunity to earn those points.

Every now and then, I have a student tell me "I need to earn [x] grade in this class, in order to [do y activity]." Whether it is keeping a scholarship, changing majors, transferring to another school, or any other reason, please realize that this will not impact how I assess your work. It is not fair to the rest of the class if I grade one person differently.

I admire and respect your goals (and I, honestly, hope you succeed in them), but I will always fairly and impartially assess work in this class based on what we have learned so far, what you should already know (from high school), as well as the standards held within the scholarly/professional field of composition and rhetoric.

If you are trying to earn a certain grade, then please realize that it has to impact your own actions and choices before an assignment is turned in. I'll be happy to help explain any concepts you are hazy about, answer any questions you may have, and even (during office hours or special appointments) review any document you’re currently
working on. However, I will not create an extra credit/revision option after the fact or bump a grade beyond the "9%s to 10%s" rule mentioned above.

**Brightspace Online Classroom and Email Access**

This course relies heavily on the Brightspace online classroom (https://d2l.sfasu.edu/). The site holds, of course, this syllabus, the unit schedules, all reading materials, and any other handouts or material necessary. All topics will be assigned via Brightspace, and all major papers must be submitted through the Dropbox link on the site. It will also act as one of the email services for this class.

*It is the student’s responsibility to regularly check both the site itself and the email services.*

**Attendance Rules**

Attendance is one of the most defining factors of a student's success in their college classes. This is especially true for skill-based classes, such as writing. Therefore, we will have some specific and impactful attendance policies in this class.

First, attendance will be taken every day at the start of class. Anyone who is more than 10 minutes late will earn a "tardy" (3 tardies = one unexcused absence).

There are two types of absences in this class: excused and unexcused. There are three types of excused absences: medical, school-sponsored, and family/personal. Each type of absence, in order to qualify for excused status will require some kind of external documentation:

- **medical**: a doctor’s note or something similar
- **school-sponsored**: a letter or email from the sponsor of that organization/event
- **family/personal**: will depend on the situation

As long as you provide the proper documentation within one week of your return to class, excused absences do not count toward your grade. Excusing an absence also allows you to make up any work you missed while you were out. Unexcused absences do not meet one of the three categories with their documentation. They can be for whatever reason, personal or professional, but, since they do not meet the above standards, they are not excusable and will count towards your unexcused maximum.

Specifically, each student can miss up to the equivalent of 3 weeks’ worth of classes unexcused and still pass the course: that is roughly 20% of the course. If, however, you miss one more than that 9-day maximum, you will automatically fail this course for lack of attendance, no matter what grade you are making in the class before that.

If the class meets three days a week, each student has a total of 9 unexcused absences they can collect in the semester. If the class meets two days a week, students have 6 days. Again, these are outside limits. I do not recommend that you get close to that
maximum since you never know what kinds of accidents or issues might arise at the last minute.

I will keep track of absences every day and log your total number of unexcused absences at the end of each quarter in the grade book here on Brightspace: at the very bottom of that page. That way, you can check on your unexcused absences whenever you want. Please note that each entry will be for that unit alone, so if you want to know your total, add them up. I'm also more than happy to tell you how many absences you have earned at any point in the unit as well: just shoot me an email or drop by my office.

Please note that it is possible to be physically in class but still counted as having an unexcused absence. This situation will only be used when specific issues arise, such as a student asleep in class, playing on their tech devices (and not paying attention), etc. I will only log someone absent in these situations if they have ignored a verbal warning already: essentially if I tell you to stop and you don't, I reserve the right to count you absent. You will be notified either in person or via email after the absence has been logged. Please see the Conduct and Participation policy, within this same module, for more information on what does and does not qualify as being actively present in class.

**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. Please see the course specific rule on approved and unapproved aide.

Withheld Grades - Semester Grades Policy
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 for the purpose of computing the grade point average.

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health and Wellness
SFA 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:
- SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401
- SFA Human Services Counseling Clinic 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
**Last Note**

If, at any point in the semester, you feel that you need to talk to me outside of class, please do not hesitate to email me or drop by my office hours. I am more than willing to help by reviewing some of the content covered in class, brainstorming topic ideas for your paper, or anything of that nature. You are welcome to e-mail me if you have any questions or cannot make my hours. Many students are scared to reach out for help because they find it daunting or feel "unworthy." Please do not think anything like this. If you have a question or if you need help, come see me. I'm here for a reason, and I want to help you. It is my job to help prepare you for academia; this semester might be hard, but I really do hope that you enjoy your time in this class, improve your writing skills, and learn some things you never knew. I look forward to working with each one of you this semester.