Instructor Course Overview

In this course we will examine how the rhetorical concepts of ethos, pathos, and logos utilized in varying mediums (advertisements, film, and non-fiction texts) affect our interpretation of an issue or a concept. In the process of exploring this theme, we will cultivate reading and writing skills that will allow us to participate in the current and future conversations surrounding interpretation occurring inside and outside the university. My goal as your instructor is to help you develop the reading and writing skills necessary for you to effectively engage in the conversations that surround you. From politics, to theatre and even television, there are interpretations galore and a message no doubt. Being aware of these overt and covert messages will aid you in constructing your own interpretation and response to these messages.

General Course Description & Credit Hour Justification

Course Description from Official SFA Course Catalog:
ENGL 1301  Credit(s): 3
Study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts. Required of all students who do not qualify for ENGL 1303. Must earn a grade of C or higher to be admitted to ENGL 1302. Prerequisite(s): acceptable THEA score or at least a C in INRW 0399

Credit Hour Justification:
ENGL 1301 “Rhetoric and Composition” (3 credits; fully online) meets online for fifteen weeks during the semester as well as during finals week. 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. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

Course Outcomes

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

Instructor: Christina Kramer
Department of English and Creative Writing

E-Mail: kramercf@sfasu.edu
(More options for communication are outlined in “Module 1: Getting Started” in Brightspace)

Ms. Kramer will be working in a virtual capacity this semester and, as such, will not be meeting with students in a face-to-face capacity.

Office Hours: Tuesday 2:30-3:30 p.m., Wednesday 4:00-6:00 p.m. & Thursday 10:00 a.m.-12:00 p.m. via Brightspace Chat

Appointments for other times or other virtual meeting methods are available by contacting Ms. Kramer by email.

Photo by hannah grace on Unsplash
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 ENGL 1301– Rhetoric and Composition you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, written communication, teamwork, and personal responsibility 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), and (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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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>-Personal Narrative &amp; Reader Response—due 9/20</td>
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<td>-Rhetorical Analysis—due 10/15</td>
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<td></td>
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<td>-Comparative Synthesis—due 11/5</td>
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<td></td>
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<td>-Persuasive Problem-Solution—due 12/8</td>
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<td></td>
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<td>-Discussion board assignments, Social Annotation Exercise, journal activities, and draft review assignments—varying due dates</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>-Personal Narrative &amp; Reader Response—due 9/20</td>
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<td></td>
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<td>-Rhetorical Analysis—due 10/15</td>
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<td>-Persuasive Problem-Solution—due 12/8</td>
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<td></td>
<td></td>
<td>-Discussion board assignments, Social Annotation Exercise, journal activities, and draft review assignments—varying due dates</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>-Rhetorical Analysis Woodshop Session—part 1 due 10/5; part 2 due 10/7</td>
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<td>-Comparative Synthesis Woodshop Session—part 1 due 10/25; part 2 due 10/27</td>
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<td>-Social Annotation Exercise—annotations due 9/22; reflection due 9/24</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>-Personal Narrative &amp; Reader Response—due 9/20</td>
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<td></td>
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<td>-Rhetorical Analysis—due 10/15</td>
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<td>-Comparative Synthesis—due 11/5</td>
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<td>-Persuasive Problem-Solution—due 12/8</td>
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<td>-Cartoon Assignment—varying due dates</td>
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<td></td>
<td>-Daily work and draft review assignments, especially the Scheduling Preparation assignment—varying due dates</td>
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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.

Required Texts & Materials

In addition to the textbook and materials below, there are additional readings and handouts posted on Brightspace that you are responsible for reading.


   *It doesn’t matter if your copy is new or used, or if it is a printed copy or an electronic copy—just as long as you have the 3rd edition material. There are quizzes in this course that will be based heavily on material from the text, and older editions might not contain the same information.*

2. Access to a computer, the internet and Microsoft Word.


4. The ability to record video and audio and to upload it online.

   *You do not need any specific model of web cam or microphone for this, and, in fact, many of you may have built-in cameras and microphones on your laptop, tablet, or phone. There will be one assignment in the course that requires you to create and record your own advertisement.*

Course Requirements & Evaluation

You will receive a more detailed prompt for the assignments marked with an asterisk (*) when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you. Furthermore, the assignments notated with an asterisk will be graded according to rubrics that help to define the various aspects of each assignment (i.e., style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.
Daily Work (discussions, quizzes, etc.) | 15%
---|---
Because I understand that life happens sometimes, each student has one free late daily work pass known as an “Oops.” To use it, you will email me to request oops usage for a specific daily work assignment within one week of the assigned due date (and before the last day of class), and then I will provide you additional instructions for completing the assignment.

Furthermore, the lowest daily work grade in the Daily Work category will be dropped.

Draft Review | 15%
Personal Narrative & Reader Response* | 10%
Rhetorical Analysis* | 15%
Comparative Synthesis* | 15%
Persuasive Problem-Solution* | 20%
Final Exam | 10%

Note: Extra credit opportunities, if any, will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major assignments.

Learning Modules:
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links to material. Each module is also tied to the assigned reading in the textbook. Not reading the modules or material assigned from the textbook thoroughly is a sure way to hurt your chances of learning the subject matter this course addresses and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assessment tabs to find out what you need to turn in. Just be sure to follow the modules from beginning to end to ensure that you do not miss anything.

Discussion Posts:
Answer the discussion board prompts in complete sentences and (relatively) polished prose. Word length is specified on each prompt when necessary. Keep in mind that some discussion board assignments will require you to demonstrate your attainment of the teamwork objective by providing feedback to your peers.

Journal Activities:
Writing promotes critical thinking and learning, and a writer’s journal provides a writing space that encourages inquiry, discovery, reflection, and invention in a low-stakes way. Throughout the semester, you will be assigned to respond to writing prompts in a journal. The prompts will be announced within the applicable course modules. Your journal will be maintained in an ongoing Microsoft Word document that you will submit to me twice during the course of the semester, at midterm and then again near the end of the semester.
Quizzes:
You have the option to take each quiz two times. The quiz scores will be averaged together.

Zoom Meetings:
We will have two scheduled Zoom meetings during the semester that will be approximately one hour long, and it is notated on the Course Timeline. If you cannot make a Zoom meeting, you will simply watch the recording of the meeting that will be posted to the discussion board; you will then complete an alternate assignment based on the recording in the same way you complete other discussion assignments.

Personal Narrative & Reader Response*:
In the first essay of the course, you will select a picture meaningful to you to exchange with a peer. You will write a letter, in a minimum of 500 words, to your peer where you describe the picture, explain why the picture is important to you, and tell why you selected that picture (explain the backstory). Then you will look at your assigned peer’s picture (before reading their accompanying letter) and write a response, in a minimum of 200 words, to their picture. In this response you will describe the picture, explain what feelings the picture evokes, and tell why you think the picture is important to your partner (here you can create/reasonable guess at the backstory). Then you and a group of peers will discuss the similarities and differences you shared in your descriptions and reactions to the pictures and the reasons for your interpretation of your peer’s picture. What you and your group discover about your interpretations and interpretation in general during your discussion will be written up in a 200-word letter to the class.

Rhetorical Analysis*:
For this assignment you will create your own advertisement. You will decide on a concept and a way to film the concept in order to effectively persuade your classmates to carry out a desired result, be that to give money for polar bear conservation or buy the newest style of hover car. You will then create a script for the advertisement to help the filming process go more smoothly. In order to create an effective advertisement, you must consider the rhetorical situation for the ad and use the rhetorical appeals (ethos, pathos, and logos) to achieve your goal.

In the essay you will write that accompanies the advertisement, you must examine the message of your advertisement and how it tries to make the audience accept its message, focusing particularly on how purpose, audience and the rhetorical appeals were utilized in order to get that message across to the audience. This essay should be between 600-900 words in length.

Comparative Synthesis*:
In this essay you will analyze the characters in two movies (one character per movie), for the important heroic traits they exhibit. You will pick two movies from a list that I will provide, and then pick one character from each movie and analyze how those characters exhibit particular traits society often sees as heroic. The questions you are trying to answer are: “What do these characters say about how Western society sees heroes?” and “What traits are valued over others?” This essay should be between 1,200-1,500 words in length.

Persuasive Problem-Solution*:
In this essay you will choose a problem that you have observed in your community that you feel must be addressed. The community you choose to write about will be any one of the following: 1) your hometown, 2) your current home-away-from-home town of Nacogdoches, or 3) your SFA campus community. You will then write a 1,500-2,100-word paper where you try to convince the person or people that have authority over the problem to fix the problem by adopting the solution(s) you propose in your essay.
Draft Review:
Students will be held accountable for multiple woodshop and draft review sessions during the course of the semester. The goal of these sessions is to provide you feedback about essay drafts at varying points in the writing process. For some sessions, you will also be expected to provide feedback to peers. Our class will also be utilizing an embedded tutor from the AARC. This means that we will have a tutor designated for our class that will be available to meet at certain hours with students via Zoom. The tutor will also be engaging in woodshop and draft review sessions throughout the semester.

Furthermore, in addition to working with our embedded tutor, I am happy to go over assignment drafts with you, no less than one day in advance of an assignment’s due date, during office hours or during a mutually convenient appointment time. You are also encouraged to schedule a conference session with your instructor to receive guidance on at least one draft of a paper. Through each of these activities, you will have a chance to deeply understand what you are meant to accomplish in each writing assignment and to produce quality final drafts.

Note: Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts. With this in mind, the instructor may provide you the opportunity through the course of the semester to revise your writing in order to improve the paper and possibly the grade the paper received. Instructions for any revision opportunities will be provided in Brightspace.

Final Exam:
There will be a comprehensive final exam given during finals week (see the Course Timeline for the date range during which the final will be open). Part 1 of the exam will consist of questions pulled from the module quizzes or worksheets from earlier in the semester, and part 2 of the exam is a long-answer reflection question.

Grading Standard & End of Semester Grading

For each assignment, I calculate grades on a numeric, 100-point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

A: 90-100 (excellent performance)
B: 80-89 (above average performance)
C: 70-79 (average performance)
D: 60-69 (below average performance)
F: 0-59 (failure)

***Students who do not participate in the course regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.
Note on Word Count:
For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, failing to reach the minimum assignment requirements, including word count, will negatively impact the grade an assignment receives.

Note on End of Semester Grading:
Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I do for students; therefore, deviations will not be negotiable.

To that end, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course unless you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to Brightspace, you have the ability to see why you got the final grade you did.

Writing Is a Series of Micro-Failures:
If you do poorly on an assignment, please do not lose hope or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes. Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

Assignment Return Policy:
I generally grade and return major assignments within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about that assignment. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an assignment received before meeting to discuss the assignment.

Assignment Submission Guidelines & Document Formatting
Assignment Submission Guidelines:
All assignments notated with an asterisk in the Course Requirements & Evaluation section are to be submitted to the assignment’s designated Brightspace dropbox by the date and time specified as the assignment’s due date. Daily work assignments may require submission in alternative means, such as in discussion boards. Read the instructions for each assignment closely to see how each assignment is to be submitted—and when in doubt, please ask in advance of the due date.

Unless otherwise stated on the assignment prompt for assignments or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

- Submit an electronic version of final drafts to the applicable Brightspace dropbox to be checked for plagiarism.
- Submit in .doc or .docx format only (no PDFs).
- Follow MLA format, including the citations and heading (see the document formatting guidelines below for more information).
Document Formatting:
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines.

For this course each assignment will

- Be in Times New Roman, 12-point font and will have one-inch margins on all sides.
- Be double spaced (with the exception of Brightspace discussion posts).
- Have your name, your instructor’s name (Ms. Kramer), the course information (ENGL 1301.091), and the date (Day Month Year) in the upper left of your paper.
- Have your last name and the page number in the header of your paper (beginning on the first page), justified to the right.
- Have an original, creative title centered on the page.
- Have in essays with sources a source list that begins with the words “Work(s) cited” centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source, use “Work,” and for more than one source, use “Works.”

Attendance

Just as in face-to-face courses, attendance in online courses is required of all students. Be aware that students in online classes have a greater responsibility for creating their own class time. You should log-in to the course every day. You may, of course, do so as it suits your schedule, but this online class will require the same sort of discipline that is required in a face-to-face class.

As such, before the twelfth class day, students will have several opportunities to participate in online class activities (introductions, postings to discussion boards, quizzes, etc.). Failure to complete at least two of these assignments on time will result in students being reported as “non-attending” with no possibility for reinstatement.

Excused vs. Unexcused Absences:
Below is a description of what is considered an excused absence:

“At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the [Dean of Students Office] and request that an absence notification be sent to the instructor(s). [. . .]

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.”

Refer to Stephen F. Austin State University’s Class Attendance policy at https://www.sfasu.edu/policies/class-attendance-6.7.pdf for more information.
Late Assignments

All assignments are due by 11:59 p.m. (United States Central Standard Time) on the assigned due date.

**This is not a self-paced course.** You are expected to turn in all assignments on time. Failure to complete each module on time will have an impact on your success in this class. The following are the guidelines pertaining to late work:

- Late work will not be accepted (other than for excused absences with proper documentation and your one late daily work oops pass) unless an exception is approved in advance by the instructor. If you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension. *(Note: Don’t wait until the last minute to reach out; waiting until the last minute before the due date to communicate may prevent the extension request from being granted.)*

- Late daily work or major assignments (notated with an asterisk in the Course Requirements & Evaluation section) that are covered by an excused absence must be submitted by the established make-up due date and before the last day of class.

- Be aware that woodshop and draft review activities must be completed within the timeframe stated in the Course Timeline. Since these are time-sensitive assignments, there is no option for an alternate assignment or for a late submission.

- Any major assignments notated with an asterisk in the Course Requirements & Evaluation section submitted late will receive a 10-point deduction per calendar day unless an exception is approved in advance by the instructor. Major assignments over 5 days late will automatically receive a 0. Again, if you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension.

**Note:** If you are ever unable to submit an assignment to Brightspace because of an error with the Brightspace system, you should email me to let me know what is going on, **with the assignment attached, prior to the due date.** Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact Brightspace technical support to see about fixing the issue (see below for their contact information).

**Brightspace by D2L**

As this is an online course, you will be making frequent use of a computer and of Brightspace. You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments and discussion posts, and take reading quizzes. Your grades will also be recorded and accessible there. It is your responsibility to check your grades and contact me immediately if you believe you see an error, have concerns, or have questions. Please make sure to configure your Brightspace account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that Brightspace emails or texts you any time I make an announcement.

Furthermore, I will communicate with the class via Brightspace and/or SFASU email. You are responsible for checking our class page (especially for announcements and updates) and your
Brightspace/SFASU email regularly, and for being aware of any information there. Be sure to check the Course Timeline page in “Module 1: Getting Started” to see when each module opens and when assignments are due.

Brightspace Technical Support:
For Brightspace technical support, contact student support in the Center for Teaching and Learning (CTL) at ctl.sfasu.edu or (936) 468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

General Technical Support:
For general computer support (not related to Brightspace), contact the Help Desk at (936) 468-HELP (4357) or at help.sfasu.edu.

Course Citizenship
To ensure that everyone feels comfortable and welcome in the online classroom environment of the course, take care not to disrespect others and/or their ideas, beliefs, or position, and to avoid any type of hate speech. Be considerate and professional to your peers and your professor. Rude behavior in discussion forums is unacceptable and it will hurt your grade. This online platform is a professional environment, and I expect all of you to behave professionally.

Academic Integrity & Turnitin.com
The Code of Student Conduct and Academic Integrity (10.4) 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.

**Academic Integrity Course Standard:**
To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to brainstorm topic ideas that they then revise or expand and cite properly; you should acknowledge your use of AI to assist you in brainstorming topic ideas for the assignment. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this course standard will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

**Turnitin.com (Plagiarism Detector):**
In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit the assignments noted with an asterisk in the Course Requirements & Evaluation section electronically to Brightspace dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote, as well as usage of AI-generated material.

For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**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/).
Your Rights Under Title IX

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex- and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

Helpful and Free Student 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/thishub
(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

Writing Support (AARC):
The Academic Assistance and Resource Center (AARC) provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, the OWL, and SI.

Contact information:
Phone: (936) 468-4108
Email: aarc@sfasu.edu
Physical location: Ralph W. Steen Library, 1st floor

For more information about the services provided, visit them on the web: www.sfasu.edu/aarc.

Research Help (The Steen Library’s Resources):
Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in person, there are a wide range of full-text materials (including articles, e-Books, and more) that you can access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses three computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library, and there are many next to the LINC Lab.

- Info Lab 1- on the first floor by the circulation desk
- LINC Lab- on the first floor by the Technical Support Center
- Info Lab 2- on the second floor by the Center for Teaching & Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson
richardsjl3@sfasu.edu

Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here:
https://sfasu.libguides.com/.

Nutritional Support (Lumberjack Food Pantry):
The primary purpose of the Lumberjack Food Pantry is to lead the way in the reduction of food insecurity on the SFA campus. Current SFA students are eligible to receive food distribution. Students who live off campus receive 100 points per month, while students who live on campus receive 50 points per month.
The pantry is located in the Health and Wellness Hub (in the Tucker Building). You can contact them by phone at (936) 468-4008 or by email at thepantry@sfasu.edu. Additional information can be found on the SFA website as well: https://www.sfasu.edu/thehub/food-pantry.

Additional Resources:
There are more resources than those highlighted above. As such, check out the “A-Z Concerns” page on the Lumberjack Wellness Network website in order to be provided with resources that can help to address any additional concerns you may have: https://www.sfasu.edu/lwn/a-z.

Note: The Lumberjack Wellness Network (LWN) is composed of faculty and staff who feel passionate about removing the stigma around mental health. Through iCare Ambassadors and a network of campus offices, the LWN re-imagines the ways in which our community works to combat mental health issues among our students.

ENGL 1301 Course Timeline
This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace.

Note: All due times are 11:59 p.m. unless otherwise specified. All due dates/times are in United States Central Standard Time.

Module 1: Getting Started (August 28-September 3, 2023) 1-week module
- Module 1 opens on 8/28
- Read pp. 96-97 & 104-105 of textbook
- Read “Document Design” (in module)
- Personal Narrative & Reader Response assignment introduced
- Complete step 1 of the Personal Narrative & Reader Response assignment by 9/3
- Complete Getting to Know You discussion activity by 9/3
- Complete Writer’s Journal activity #1 by 9/3
- Complete Module 1 Quiz by 9/3
- Complete Copyright Permission quiz by 9/3

Module 2: Rhetoric and Composition, Collaboration & Interpretation (September 4-10, 2023) 1-week module
- Module 2 opens on 9/4
- Read pp. 3-17 of textbook
- Be working on the Personal Narrative & Reader Response assignment
- Complete step 2 of the Personal Narrative & Reader Response assignment by 9/5
- Complete step 3 of the Personal Narrative & Reader Response assignment by 9/10
- Complete Writer’s Journal activity #2 by 9/10
- Complete Scheduling Preparation assignment by 9/10

Module 3: Writing Style & Grammar (September 11-17, 2023) 1-week module
- Module 3 opens on 9/11
- Read pp. 41-44; 255-260; 344-367 of textbook
- Read “Writing Style” & “Point of View” (in module)
• Be working on the Personal Narrative & Reader Response assignment
• Complete step 4 of the Personal Narrative & Reader Response assignment by 9/12
• Complete step 5 of the Personal Narrative & Reader Response assignment by 9/13
• Complete step 6 of the Personal Narrative & Reader Response assignment by 9/15
• Complete Writer’s Journal activity #3 by 9/17
• Complete Module 3 Quiz by 9/17

Module 4: Critical Thinking and Reading & The Rhetorical Situation (September 18-24, 2023) 1-week module

• Module 4 opens on 9/18
• Read pp. 29-37; 62-66; 261-273 of textbook
• Read “Reading in Academic Contexts” (in module)
• Be working on the Personal Narrative & Reader Response assignment
• Rhetorical Analysis assignment introduced (Focus on determining the topic of your ad and on writing the script)
• Complete step 7 of the Personal Narrative & Reader Response assignment by 9/18
• Complete step 8 of the Personal Narrative & Reader Response assignment by 9/19
• Complete step 9 of the Personal Narrative & Reader Response assignment by 9/20
• Complete step 10 of the Personal Narrative & Reader Response assignment by 9/20
• Complete Social Annotation Exercise (annotations due 9/22; reflection due 9/24)
• Complete Writer’s Journal activity #4 by 9/24
• Complete Module 4 Quiz by 9/24

Module 5: The Rhetorical Appeals & Logical Fallacies (September 25-October 8, 2023) 2-week module

• Module 5 opens on 9/25
• Read pp. 50-52; 273-289 of textbook
• Be working on the Rhetorical Analysis assignment (revise and edit the script based on the feedback you receive and then film the ad; begin writing the Rhetorical Analysis essay)
• Submit your ad concept and script to the Rhetorical Analysis Script Review discussion board by 9/26
• Attend Zoom meeting #1 at 2:00 p.m. on 9/27 (or complete alternate assignment if unable to attend)
• Complete Writer’s Journal activity #5 by 10/1
• Complete Module 5 Quiz by 10/1
• Complete Part 1 of the Rhetorical Analysis Woodshop Session by 10/5
• Complete Part 2 of the Rhetorical Analysis Woodshop Session by 10/7
• Complete Writer’s Journal activity #6 by 10/8
• Complete Zoom meeting #1 alternate assignment by 10/8 if you were unable to attend the meeting

Module 6: Avoiding Plagiarism (October 9-15, 2023) 1-week module

• Module 6 opens on 10/9
• Read pp. 163-186 of textbook
• Be working on the Rhetorical Analysis assignment
• Complete Part 1 of the Rhetorical Analysis Draft Review activity by 10/10
Complete Part 2 of the Rhetorical Analysis Draft Review activity by 10/14
Submit final draft of Rhetorical Analysis to dropbox by 10/15
Complete Writer’s Journal activity #7 by 10/15
Complete Module 6 Quiz by 10/15
Complete optional Plagiarism Practice extra credit opportunity by 10/15

Module 7: Documenting Sources (October 16-22, 2023) 1-week module

• Module 7 opens on 10/16
• Read pp. 289-305; 377-413 of textbook (feel free to skim the citation examples on pages 384-405 and then return to them on a needs basis)
• Comparative Synthesis assignment introduced
• Complete Writer’s Journal activity #8 by 10/22
• Complete Module 7 Quiz by 10/22
• Complete Writer’s Journal Check #1 by 10/22

Module 8: Structure of a Persuasive Essay (October 23-November 5, 2023) (2-week module)

• Module 8 opens on 10/23
• Read pp. 189-208; 215-238; 305-324 of textbook
• Be working on the Comparative Synthesis essay
• Complete Part 1 of the Comparative Synthesis Woodshop Session by 10/25
• Complete Part 2 of the Comparative Synthesis Woodshop Session by 10/27
• Complete Writer’s Journal activity #9 by 10/29
• Complete Transitions Worksheet by 10/29
• Complete Part 1 of the Comparative Synthesis Draft Review activity by 10/31
• Complete Part 2 of the Comparative Synthesis Draft Review activity by 11/4
• Submit final draft of Comparative Synthesis to dropbox by 11/5
• Complete Module 8 Quiz by 11/5
• Complete optional Paragraph Unity and Coherence Worksheet extra credit opportunity by 11/5

Module 9: Doing Research (November 6-12, 2023) (1-week module)

• Module 9 opens on 11/6
• Read pp. 18-28; 57-61; 131-162 of textbook
• Persuasive Problem-Solution assignment introduced
• Attend Zoom meeting #2 at 2:00 p.m. on 11/8 (or complete alternate assignment if unable to attend)
• Complete Persuasive Problem-Solution Topic Brainstorming discussion activity by 11/10
• Complete Zoom meeting #2 alternate assignment by 11/12 if you were unable to attend the meeting
• Complete Module 9 Quiz by 11/12

Module 10: Writing Process & Introduction to Components of an Argument (November 13-19, 2023) 1-week module

• Module 10 opens on 11/13
• Read pp. 208-214; 324-337; SG1-SG12 of textbook (feel free to skim the writing stems on pages SG1-SG12 that you can use to incorporate sources into your writing and then return to them on a needs basis)
• Read “Recognizing the Elements of an Argument” (in module)
• Be working on the Persuasive Problem-Solution assignment
• Complete Outlining Persuasive Problem-Solution Essay discussion activity by 11/14
• Complete Writer’s Journal activity #10 by 11/19
• Complete Module 10 Quiz by 11/19

Thanksgiving Break (November 20-26, 2023)

• Classes do not meet during this week, and no work is due in this course. Ms. Kramer will not be available for office hours or appointments this week. Have a safe and relaxing break! 😊

Module 11: Revising and Editing (November 27-December 10, 2023) 2-week module

• Module 11 opens on 11/27
• Read pp. 241-255; 337-344; 367-374 of textbook
• Be working on the Persuasive Problem-Solution assignment
• Complete Part 1 of the Persuasive Problem-Solution Draft Review activity by 11/28
• Complete Part 2 of the Persuasive Problem-Solution Draft Review activity by 12/3
• Complete Writer’s Journal activity #11 by 12/6
• Complete Writer’s Journal activity #12 by 12/6
• Submit final draft of Persuasive Problem-Solution to dropbox by 12/8
• Complete Writer’s Journal activity #13 by 12/10
• Complete Writer’s Journal Check #2 by 12/10
• All quizzes and quiz results will be hidden from view on 12/10, so study sooner rather than later.

Final Exam (December 11-15, 2023)

• Comprehensive final exam opens at 8:00 a.m. on Monday, December 11th and remains available until 11:59 p.m. on Wednesday, December 13th.
• You have 2 hours to complete the exam online from any location after you begin, and it must be taken in one sitting. The exam can only be taken once.