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 ENGL 1303. Must earn a grade of C or higher to be admitted to ENGL 1302.

Credit Hour Justification
ENGL 1301 “Rhetoric and Composition” (3 credits) meets 3 times each week in 50 minute segments or twice a week in 75 minute segments for 15 weeks and meets 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 4 essays with a total page count of at least 15 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 6 hours of work outside of classroom hours

Text: Will be provided.

Grades: 5 Essays = 100 points each. Quizzes = 100 points total. Thought Blogs = 100 points total. By end of term there will be 700 points possible. 
A ≥ 630 points
B ≥ 560 points
C ≥ 490 points.

If you need to know your grade at any point in the semester, just send me an email.
wharris@sfasu.edu

Teacher Evaluation:
A double quiz grade will be awarded to all students who complete the teacher evaluation at the end of the semester.
Requirements:

Essays: Will be approximately 4 pages typed, DS, 1 inch margins, 12 point Times New Roman font. Name and Date in top left-hand corner, title centered with 1 line above and 1 line below. Indent paragraphs. Staples only! The paper version should include: outline, marked on rough draft, and finished product. The electronic version the final draft of each essay must also be submitted to the Dropbox in Desire2Learn.

Quizzes: Are in class only. Must be present to take. There is no make-up quiz.

Thought Blogs: Must be a minimum of 500 words. Will be submitted through the Desire2Learn Dropbox. Grammar and Punctuation Count!

Grade Scale:
A =100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 and below

Grading Method for Essays: Each essay grade will have three components: 50% for content, 25% for organization, and 25% for mechanics and grammar.

Late Work: Ten (10) points will be deducted for each day the assignment is late. However, you will earn zero (0) points if you fail to turn in an assignment!!

Texting: Students who text during class time will be counted academically absent.

Attendance:
The attendance policy for this course is the official SFASU policy as stated at: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

Since English 1301 is conducted as a workshop that benefits from the cooperation and collaboration of all present, being on time and attending regularly is in your own best interests. The principal reason students fail 1301 or receive a low grade is excessive absences. Furthermore, recent studies have shown that academic success is more often tied to students' time in class rather than the time spent studying. Therefore, if you foresee a necessary absence, please tell me beforehand. If you experience an unforeseen absence, notify me as soon afterwards as soon as possible. Notes left for me or messages from classmates are not acceptable. Students may miss three class meetings without their grade being affected. Additional absences will result in a deduction of 5% from the final course grade. In a workshop environment, everyone needs to be present and ready to work at the beginning of the class hour. Students who are late to class three times will be credited with one absence.

Discussions:
The nature of this class demands participation. You are expected to talk in class, to ask questions of me and of each other, to offer opinions and comments. Also, everyone is expected to give courteous attention to whoever is speaking, and to follow the norms of good behavior. Derogatory personal comments or rudeness will not be tolerated.
Punctuation, Spelling, and Mechanical Issues:
If you are thinking clearly and well, your writing will have fewer errors of these types. This class is much more concerned with your thinking and its display through your writing than it is with the isolated spelling error. Clarity is what is important. Mechanical issues are part of the editing process that should come last. While there is no magic number of mechanical errors that will lower your grade on an essay, your writing must be clear. If mechanical problems intrude on your clarity, your grade will suffer.

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.

https://www.sfasu.edu/docs/policies/10.4.pdf

Generative AI

Generative AI refers to technology that can generate text or content based on given prompts or inputs. I will not use generative AI to grade your writing. The written feedback you get from me will be from me. Therefore, I expect you to turn in written work that is your own. However, if you use it to get started, to generate ideas, or brainstorm, I expect you note your use of the program. Unauthorized use of generative AI includes failing to document your use of it, using it in ways that undermine your learning, and presenting AI-generated content as your own original writing and thinking. Such unauthorized use is a violation of academic integrity and will be reported per policy.
Grading Criteria: “What do we value when we read?”

1. INTERESTING - the essay gets our attention; it is descriptive. The presentation, not the topic is most important, any topic can be presented in an interesting fashion.

2. ORGANIZATION - the essay flows; it is logical, stays on the topic and does not wander around. Clear topic sentences and the use of transitions; paragraphs follow some organized pattern.

3. SENTENCES - the reader is able to understand what is being said; not too many points included in one sentence; a variety of sentence structures; correct punctuation; no rambling or BS.

4. INTRODUCTION - the essay has one. Gives the background or history, “sets the stage.” contains a thesis; the reader knows what the essay is about. Catches our attention, “the hook”.

5. CONCLUSION - the essay has one. Wraps it up; completes it and ties it all together. If the thesis was a question or the essay proposed various solutions, the conclusion should provide a definite answer; it is dessert-- we are full and satisfied.

6. PARAGRAPHS - shows, rather than tells. Develops the idea; describes, uses detail and gives examples. Use analogy to make points clear and interesting.

7. WRITER - is sensitive to the reader; language is appropriate to audience. Demonstrates a sense of voice. Displays a sense of humor appropriate to topic.

8. GRAMMAR & MECHANICS - are important, especially if they get in the way of clarity.

What Does the Grade on My Essay Mean?

90-100 – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. Mechanically pristine with only the smallest grammatical defects.

80-89 – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.

70-79 – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.

60-69 – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.

0-59 – The student turned something in but did not do the assignment provided.
AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

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/.

General Education Core Curriculum Objectives:
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills 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.

<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>This will be addressed in all the essays to be completed for this class.</td>
</tr>
<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 the essays to be completed for this class.</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>This will be addressed on those Peer Review days designated as Rough Draft days in the calendar.</td>
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</table>
Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making.
This will be addressed in Essays Three and Four.

**English 1301 Student Learning Outcomes**

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).

**Withheld 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)

**Student Wellness and Well-Being:**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
Your Reward For Reading To The End.