# English 1301.096: Rhetoric and Composition

Fall 2023

<table>
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<tr>
<th>Instructor:</th>
<th>Rebecca Spears</th>
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<tr>
<td>Office phone:</td>
<td>936.468.1276 (for use during office hours)</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Rebecca.Spears@sfasu.edu">Rebecca.Spears@sfasu.edu</a></td>
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<tr>
<td>Office:</td>
<td>LAN 241</td>
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<tr>
<td>Office Hours:</td>
<td>MW 11 am – 12:30 pm; TTh 12:30 – 1:30 pm; and by appointment. The quickest way to reach me is during class, immediately after class, during office hours, and by email.</td>
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English 1301.096 meets Monday, Wednesday, Friday, 9:00 am – 9:50 a.m. online.

If you take this course, it is presumed that you have read this syllabus, and agree to abide by the requirements and conditions for this course laid out in this syllabus.

**REQUIRED TEXT:** *Patterns for College Writing* by Laurie G. Kirszner & Stephen R. Mandell, 15th edition.

**MESSAGE FROM THE AARC:** Visit the SFA Academic Assistance and Resource Center The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

**COURSE DESCRIPTION FROM THE SFA CATALOG:**

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

**General Education Core Curriculum.** ENGL 1301 is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified objectives for all core courses: Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these objectives.

**CREDIT HOUR JUSTIFICATION ENGL 1301:** Rhetoric and Composition (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of three essays with a total page count of 15 – 18 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.
Student Learning Outcomes for English 1301. At the completion of this course, students should be able to meet the core objectives:

<table>
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<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>Active reading assignments Writing process(es) activities</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>Composing for different purposes, audiences, and contexts Small-group discussion</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>Writing groups Small-group work</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>Building ownership and agency with writing Ethics of research</td>
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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.

Electronics Policy: Except when allowed for classroom assignments, electronic devices (laptops, cellphones, etc.) must be kept in pockets, purses, or backpacks—unless you are waiting for a notification during a family emergency (and you must tell me before class begins). I’d prefer you to have print copies, but if you are using a Kindle/Nook app just let me know. **If you spend your time on electronics in the classroom when you clearly should be doing an assignment or interacting, I will count you as absent and you will receive 0s on your participation grades. Clearly this would affect your overall grade. Repeat offenders will be dropped a letter grade.**

Etiquette: When you write or speak to a professor, it is a business communication. It is a good idea to use proper etiquette. Here are some tips on email:

- Include a subject line with your name, the class, and the section.
- Begin “Hi, Ms. Spears” or “Dear Professor Spears.”
➢ Be succinct, get to the point, of what you need. For example, “Could we set up an appointment during your office hours about ______?”
➢ Avoid writing a last minute email. I won’t answer it until my office hours begin. I don’t check campus email until I get to work. Expect an answer 24 – 48 hours after you send the email. If I don’t respond, I’m either swamped or I missed your email. So please resend and check in.
➢ Note: I will not open an attachment without a clear explanation of it in the body of the email. If there is something specific you want me to comment on, just paste it into the body of the email. Do not ask me to read an entire paper.

ASSIGNMENTS, EXPECTATIONS, AND POLICIES:

Grading Scale: A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60, F = 59 & Below

Major Assignments

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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<tr>
<td>Essay 1: Narrative/Descriptive Final Draft</td>
<td>Thursday, 9/19</td>
<td>20%</td>
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<tr>
<td>Essay 2: Cause &amp; Effect Final Draft</td>
<td>Tuesday, 10/10</td>
<td>20%</td>
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<tr>
<td>Essay 3: Comparison/Contrast &amp; Multimedia Final Draft</td>
<td>Tuesday, 11/28</td>
<td>20%</td>
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Exams
- Midterm Exam – Annotations and Reverse Outline 10%
- Final Exam 10%

In-class Activities & Participation 20%

Class Materials
- Writer's Journal (online or composition notebook)
- Folder for current drafts (online or actual)
- Textbook, Patterns for College Writing. Course readings from the textbook, as assigned
- Access to a computer, printer, and Brightspace

Working with Your Peers
We will meet often in pairs or small groups to workshop our writing. You are expected to bring homework, notes, journals, or drafts, as instructed. We will do many in-class activities to help you generate ideas, get words on the page, draft, revise, and edit.

Conferences
During class, I will often look at drafts and advise students. We may also schedule conferences during the semester, as needed, during office hours and by appointment. Conferences are a chance for us to talk one-on-one about your writing and progress in the course. My office is LAN 241.

Participation and Attendance
Our class meetings involve active learning. Lectures are brief, and much class time involves reading, writing, and discussion activities. The Journals & Activities grade includes evaluation of your attendance, preparation, and participation in each day’s activities.

If you are absent, in-class work cannot be made up. However, you are responsible for readings and for getting assignments in by the due date, even if you are absent. If you are absent, I will make every effort to provide you with notes and assignments. Your course grades will be determined by subsequent absences.
Nonparticipation, such as sleeping in class, unauthorized use of electronics, working on assignments for other classes are also counted as absences.

4 absences total = D (the highest final grade you can make)
5 or more absences = Fail the course
Coming in late/leaving early = 1/2 absence

Being absent is not an excuse for missed information or assignments due. You should e-mail a classmate to find out what went on in class if you are not able to attend. Often you can find the needed information on Bright Space. You should pick up any missed packets or material. You will be responsible for all the material discussed in class on the days you were absent—and for the material for the next class period.

Excused absences: All university-sponsored events are excused absences, though you must turn in assignments by their due dates. Doctor’s notes are required for frequent and/or prolonged illnesses. You can contact the Office of Student Rights and Responsibilities (OSRR) if you would like to request an absence notification be sent to your instructors. This does not mean that the absence is excused, however.

Essay Format
➢ All major assignments should follow the MLA Style Guide and should be in essay form, unless otherwise noted.
➢ All major assignments should be formatted as follows: 12-point, Times New Roman, double spaced, 1” margins.
➢ Assignments should have an original title.
➢ Use a standard heading in the top LEFT corner of the page (your name, date, instructor’s name, class and section).
➢ Pages should be numbered.
➢ Print essays in clear ink on good quality paper.
➢ Staple your essay.
➢ Use passages/examples from the texts as support.
➢ Use parenthetical citations
➢ Use block quotations for quotes more than 4 typed lines of text.

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.

**Plagiarism in ENG 1301:** The writing you turn in or otherwise share with me and your group
must be your own. We will look at how to represent and give credit to the ideas and writing of
others. Please let me know if at any point you do not know how to properly document your
research.

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**Statement on Artificial Intelligence Technology:**

Generative AI refers to technology that can generate text or content based on given prompts or
inputs. It is important to note that this is a new tool that we are all still learning to effectively
utilize.

Students may choose to engage with generative AI, such as Chat GPT, as part of their writing
process in this composition class. While utilizing it for brainstorming, revision, and conceptual
understanding, it is crucial to emphasize that the final written work must be their own original
creation. Generating entire essays or relying solely on Chat GPT is strictly prohibited. All chat
logs must be saved and submitted as evidence of their engagement.

As the instructor, I may use Chat GPT to create assignments, handouts, and other instructional
materials. In such cases, I will provide a disclaimer stating that the content was written with the
assistance of Chat GPT and include the chat logs as evidence. This transparency ensures that
students are aware of the AI’s involvement in the instructional materials while maintaining the
integrity of the learning process.

Source: Prof. Meta Henty. **This policy was written with the help of Chat GPT.**

**Late Work**

All work must be turned in on the day that it is due, at the beginning of class, or
earlier. Final due dates for each major work are listed above and in the class calendar that
follows. These assignments must be turned in at the beginning of class on the day that they are
due, unless otherwise instructed. Work that is one calendar day late will be worth 80% of the grade; after that, the grade will be lowered by 10% for each calendar day, including weekends.

**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
  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

Composition Classes Schedule, Fall 2023: Note – This calendar is subject to change with notice.
In order to facilitate classroom discussion, all reading assignments and homework must be completed prior to the class due date. Due dates and the first reading assignments and other homework are not listed. All other activities and homework will be assigned closer to their due dates. This is a tentative schedule and is subject to change.

Response Questions / Quizzes may be required at any time, and there are no make-ups for absent or tardy students.

Week 1, 8/28 – 9/1
  Introduction & syllabus
  The Writing Process: Read chapters 1 & 2 in Patterns
  Diagnostic Essay: Essay on a family relationship & other topics
  Reading for Week 2: Chapters 6 & 7, Patterns (textbook)

Week 2, 9/4 – 9/8
  Description & Narration discussion, MLA format & other topics
  Writing Workshop
  Essay 1: Epiphany: A moment in your daily experience when you had a sudden insight that changed your understanding of yourself or the way you understand your life. Use narration & description. (500 words, due 9/19)
  Reading for Week 3: Chapters 3 & 4, textbook

Week 3, 9/11 – 9/15
  Workshop: Outline, drafting and revision
  MLA format, Arrangement, Structure
  Reading for Week 4: Chapter 10, textbook

Week 4, 9/18 – 9/22
  Essay 1 due
  Cause & Effect writing & MLA, documenting sources (required for Essay 2)
  Writing Workshop
  Reading for Week 5: Ch. 18
  Essay 2: Photos That Change Society or History. See page 360 in textbook for the assignment. Due 10/10 (600 – 750 words)
Week 5, 9/25 – 9/29; **No class on Friday, 9/29**
   MLA documentation & citing sources
   Writing Workshop
   Reading for Week 6: Ch. 16 & 17, textbook

Week 6, 10/2 – 10/6; **No class on Monday, 10/2**
   More on sources and integrating sources
   Writing Workshop, editing & proofreading, exemplification
   Reading for Week 7: Ch. 11, textbook

Week 7, 10/9 -10/13
   **Essay 2 due 10/10**
   Writing Workshop
   Reading for Week 8: Ch. 11, textbook
   **Essay 3: Comparison & Contrast (with multimedia component), due 11/28**

Week 8, 10/16 – 10/20
   **Midterm Exam, 10/17**
   Writing Workshop
   Readings on multimedia presentations

Week 9, 10/23 -10/27
   **Midterm Exam**
   Writing Workshop

Week 10, 10/30 – 11/3
   Writing Workshop

Week 11, 11/13 – 11/17
   Writing Workshop

   *****THANKSGIVING BREAK, 11/20 – 24, NO CLASSES*****

Week 13, 11/27 – 12/1
   Comparison & Contrast Multimedia Presentations

Week 14, 12/4 – 12/8
   Comparison & Contrast Multimedia Presentations (cont.)
   **Review and wrap-up**

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Week 15
   **Final Exams – See SFASU final exam schedule**
   12/11 – 12/15