ENGLISH 1301: 005
RHETORIC AND COMPOSITION

Dr. Mark Sanders, Professor
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Office: LAN 263
Office Hours: Office hours are online since this is an online course, or by other arrangement/appointment

Department: English and Creative Writing

Class meeting time and place: This is an 8-week, wholly online course, and the duration of the course runs from July 3 to August 3, 2023.

Course Description
Study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 1302.

Course Contact Hours and Study Hours
ENGL 1301 “Rhetoric and Composition” (3 credits; fully online) meets online for eight weeks during the semester as well as during a finals period to coincide with the 8-week structure of the course. 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 drafts and short assignments that require generating, revising and editing writing. The final is preparing a final edit of one of the essays submitted previously. These activities average eighteen hours of work each week (note: this is a time-intensive course, not unlike what one would find during a summer session; a long-semester course would require nine hours of work each week). The breakdown of time devoted to the course would be six-hours of in-class time plus twelve-hours of outside study and preparation per week.

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.

Student Learning Outcomes
This course has been selected to be part of Stephen F. Austin State University’s core curriculum.

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).

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 Rhetoric and Composition, you are also enrolling in a Core Curriculum Course that
fulfills the Critical Thinking and 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.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Active reading assignments Writing assignments that teach process, analysis, reflection, and working with sources.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Writing and reading assignments that teach rhetorical awareness, including writing for different purposes, audiences, and contexts Small-group discussion activities.</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 writing groups Small-group work</td>
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</table>
Personal Responsibility  To include the ability to connect choices, actions, and consequences to ethical decision-making.

Activities that teach the ethics of rhetoric and research

Text and Materials
You do not have a required text for this course, so there is nothing additional for you to purchase. However, I will provide you with required readings through the online format; you must read the materials and be prepared to take quizzes over the readings or engage in online discussions. The readings are intended to help you to understand concepts and practices relative to writing essays.

Course Assignments
Your major essay assignments are:

• Personal Narrative essay – This essay will be 750-1000 words in length.
• Analysis essay – This essay will be 750-1000 words in length.
• Persuasive essay – This essay will be 750-1000 words in length.
• Review essay – This essay will be 750-1000 words in length.

Quizzes – Quizzes may occur, dependent upon how effectively students are performing their daily work—i.e., completion of module readings and of discussion board activities. If a quiz is added to the course, you will receive notification of the addition. In the case quizzes are assigned, you will have three class days to complete them. I will not accept late quizzes; if a quiz is turned in past the due date, you will receive a zero, unless you’ve made prior arrangements with me.

Daily Work – There will be discussions and daily work. Late work will not be accepted unless you have made prior arrangements with me. Any work not turned in will receive a zero.

Final Exam – Using the skills you’ve acquired during the course you will revise one of your previous essays and submit it as your final. Details and materials will be discussed as the date approaches.

Course Calendar

<table>
<thead>
<tr>
<th>Major Assignment</th>
<th>Due Date</th>
<th>Grade Pct.</th>
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</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>Personal Narrative</td>
<td>January 18</td>
</tr>
<tr>
<td>Essay 2</td>
<td>Analysis</td>
<td>January 30</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Review</td>
<td>February 13</td>
</tr>
<tr>
<td>Essay 4</td>
<td>Modified Argument</td>
<td>February 27</td>
</tr>
<tr>
<td>Final</td>
<td>Revised Essay</td>
<td>March 1</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>Check each module</td>
<td>Check module</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>Check each module</td>
<td>Check module</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Check each module</td>
<td>Check module</td>
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Grading Policy and Evaluation
Assignments – each assignment is due by midnight on the due date. All major essays must be submitted online to D2L and will be submitted to a separate Dropbox folder in D2L. Each of the assignments will have further instructions, to be provided to you at a later time. Late essays will receive a deduction of 10 points for each day they are late; extensions may be granted if you have an excusable absence.

ALL ASSIGNMENTS must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each of the assignments will have further instructions, to be provided to you at a later time. Late essays will receive a deduction of 10 points for each day they are late; extensions may be granted if you have an excusable absence.

**Formatting Guidelines**

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class.

- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor’s guidelines.)
- Set the margins of your document to 1 inch on all sides.
- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper in Times New Roman. The font size should be 12 pt. Time New Roman
- Leave only one space after periods or other punctuation marks (unless otherwise prompted by your instructor).
- Indent the first line of each paragraph one half-inch from the left margin. MLA recommends that you use the “Tab” key as opposed to pushing the space bar five times.
- Use italics throughout your essay to indicate the titles of longer works and, only when absolutely necessary, to provide emphasis.

**Grades**

According to university policy, your final grade for the course will consist of a letter grade only. Here is a general description of each letter grade:

A – Student meets and exceeds the expectations for the assignment. Writing demonstrates an understanding of all the key concepts needed to effectively complete the essay. Few, if any, grammatical and/or syntactical errors.

B – Student meets the expectations for the assignment. Writing demonstrates an understanding of most of the key concepts needed to effectively complete the essay. Few grammatical and/or syntactical errors.

C – Student meets the expectations for the assignment. Writing demonstrates a basic understanding of some of the key concepts needed to effectively complete the essay. Several grammatical and/or syntactical errors.

D – Student does not meet at least one expectation for the assignment. Writing demonstrates little understanding of the key concepts needed to effectively complete the essay. Many grammatical and/or syntactical errors.

F – Student does not meet most or all expectations for the assignment. Writing demonstrates little to no understanding of most of the key concepts needed to effectively complete the essay. Pages are missing or plagiarism may have occurred. Writing is incomprehensible with many grammatical and/or syntactical errors.
A Note about Revision
Revision of drafts is an important skill for all writers to practice. Revision in this class will be
guided by self-assessment of drafts-in-progress as well as by peer and instructor feedback. Heavy
revision goes deeper than surface-level edits and minor changes. It requires writers to
acknowledge that our first drafts are not our best inevitably produce better essays and become
stronger writers.

Conferences
I am happy to discuss your work or your progress any time during the semester. I have office
hours on campus, and you can stop by if you are on campus. I am also happy to visit with you by
e-mail about your papers, revisions, or any questions you have about the class. Please email or call
to set up an appointment if you want to visit one-on-one. I realize this is an online course, but I
want you to know that I am available for assistance.

Course Modules
The course modules will open on certain dates. For example, Modules 2, 3, and 4 will not open
until later in the semester. Be sure to carefully read each module completely.

Attendance Policy
As this course is fully online, you will be expected to visit the course frequently—i.e., your
participation will most likely be daily in order for you to keep the pace and to turn in your
assignments on time. Deadlines missed will be detrimental to your grade, and your participation
will be measured in your discussion postings.

AARC
The AARC provides a variety of free academic support programs for students at SFA. Their
services include one-on-one appointments, walk-in tables, online tutoring (through Zoom),
learning teams, and SI. They also provide academic skills workshops upon request. They are
available in-person Monday through Thursday, 8 am to 7 pm on the first floor of the library. For
more information, visit sfasu.edu/aarc. Their contact information is as follows: (936) 468-4108,
email – aarc@sfasu.edu.

Academic Integrity (4.1)
Academic integrity is the responsibility of all university faculty and students. Faculty members
promote academic integrity in multiple ways including instruction on the components of academic
honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited
to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a
component of a class; (2) the falsification or invention of any information, including citations, on
an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or
plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your
own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work
when, in fact, it is at least partly the work of another; (2) submitting a work that has been
purchased or otherwise obtained from an Internet source or another source; and (3) incorporating
the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-
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.

**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/).

**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](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet)  
936-468-2401

**SFA Human Services Counseling Clinic**
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services, Room 202  
936-468-1401

**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