English 1301.011,012,017
Rhetoric and Composition
SYLLABUS
Department of English, SFASU
Spring 2024

Best Ways to Contact Me: I may be reached using the e-mail tool in our course, but I can respond faster to emails to my SFA email address.

Technical Support Information
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.
English Program Learning Outcomes
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 English 1301 you are also enrolling in a Core Curriculum Course that fulfills the core objective components listed below.

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

The chart below indicates the core objectives addressed by this course and the assignment(s) that will be used to assess the objectives in this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>All assignments in this class are meant to give students the opportunity to develop critical thinking skills.</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>All assignments in this class are meant to give students the opportunity to develop communication skills, specifically written communication.</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Each time the students review and revise their writing, they are manipulating and analyzing observable data and drawing informed conclusions.</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>The discussion assignments and the peer review assignments satisfy the &quot;teamwork&quot; objective.</td>
</tr>
</tbody>
</table>
Student Learning Outcomes for ENG 1301:
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);
- Refine 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).

Specific Course Information
Description:
ENGL 1301 “Rhetoric and Composition” (3 credits; fully online) meets online for 15 regular weeks during the semester, and it also meets online during the final week of
the semester for a 2-hour final examination. In English 1301, through engagement with a Cengage product, students study and practice the writing process and the skills of writing with a focus on analytical reading and writing. Students read and write a range of essay types, including expressive, explicatory, analytical, and persuasive. Essay assignments address rhetorical analysis and critical responses to close readings of texts. Students in English 1301 are required to write a minimum of four formal essays (totaling at least 15 pages) and complete a final, in-class timed essay. Preparatory work outside class will average 6-8 hours per week.

ENG 1301, Rhetoric and Composition – “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 1303H. 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.” College Bulletin, 2012-2013.

Additional Information:
English 1301 is the first half of the basic composition year that is studied by almost all students at Stephen F. Austin State University. The course is made up of reading assignments that provide models of good writing and provoke discussion that is meant to lead students to the ideas that they will include in their writing. The writing instruction and practice is meant to prepare students to complete a college degree and to competently use language in any personal or professional setting.

Required Texts and Materials:
Writing Guide by OpenStax
How to break up with your phone, Catherine Price ISBN: 978-0-399-58112-0

Course Requirements:
The work for this course includes reading assignments from the texts, Writing Guide and How to break up with your phone, opportunities to respond to the reading via journal entries and discussion posts, chapter quizzes, five major writing assignments and a final exam (a final essay). The course work includes sending e-mails, and using the discussion board. The course requires that the reading and writing be done in a timely fashion so that students can participate in discussion and submit writing assignments when they are due.

*Prior to Beginning the Class*
Be sure you have your MySFA login and password in order. When the class opens, begin in the "Getting Started" module. Bookmark the textbook website for easy access.
Assignments and Grades

All writing assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics; that is substance, as well as expression.

You will submit a rough draft for each major essay. Most of your drafts will be reviewed by your peers. All essays must be in MLA format, with one inch margins, no cover page, and a Works Cited page if specified in the assignment instructions. Text should be either Cambria or Times New Roman 12 point, and double-spaced. Pages should not be right or full justified. Pages should be numbered, in the header, at the top right hand side of all pages, along with the author's last name (McDonald #). The major work in the course is the writing; all the course work is designed to help you improve your writing skills. Doing all the course reading and writing assignments increases the possibility of academic success.

All assignments must be completed in the order in which they are given. All the assignments for each week must be submitted before the next week begins; check the due dates in the Timeline. If you need extra time, you should consult with me. Work that is more than two days late will earn no more than 70%. Allowing yourself to get behind, in an on-line class especially, can be disastrous. Consult with me immediately if extenuating circumstances have affected your submitting work by the deadline.

All essay assignments will be automatically submitted to Turnitin.

Deadlines and late work

You are expected to turn in all assignments on time. Late work will be accepted only according to the following guidelines:

- If you are running into delays completing any assignments, CONTACT ME AHEAD OF THE DUE DATE to explain the problem.
- Failure to complete each week on time will have an impact on your success in this class.
- Group work/discussion posts/peer reviews must be completed within the timeframe allowed in the Timeline. There is no option for an alternate assignment or for a late submission.
The assignments and grades for this course will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes &amp; Assignments Wk1-3</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Review Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Analytical Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Proposal Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Journal entries, peer reviews, chapter quizzes, etcetera will all fit in the percentage of their respective assignments.

Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of distracting errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not
be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Academic Integrity (4.1):**

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.

Major assignments in this course are submitted to Turnitin.com.

**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).

**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 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](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
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

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
Other course policies

Generative AI
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. This class adopts a transparent approach to the use of AI in all aspects of the course—from how you use it with your assignments to how I use it to assist my teaching. You will document and reflect on your use of generative AI in your major assignment cover letters. This work with generative AI will be but one part your writing processes this semester, which will also include in-class writing activities, journaling, and collaborating with peers and other resources, people, and technologies. I expect you to come to me if you have questions or concerns about your use of generative AI in this class, and I will likewise come to you with questions or concerns.

It is important for you to understand what I consider to be the unauthorized use of generative AI in this class. Unauthorized use of generative AI includes failing to document and reflect on your use of it, using it in ways that undermine your learning, and presenting AI-generated content as your own original writing and thinking.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Attendance Policy
The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

Enforcing an attendance policy in an on-line class is difficult, something that can attract students for the wrong reasons. Obviously, students are often happy not to be locked into a class attendance policy. However, students in on-line 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 on-line class will require the same sort of discipline that is required in a face-to-face class.
Difficulties
If you do not understand an instruction, or if you have questions or are having difficulties with the reading or writing assignments, please contact me as soon as possible. I can work with you to solve the problem.

Email and phone messages
The most reliable way to reach me is by sending an e-mail.