MESSAGE FROM THE AARC: Visit the SFA Academic Assistance and Resource Center (AARC)!
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.

ENGL 1301: RHETORIC AND COMPOSITION:
English 1301 Rhetoric and Composition is the 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

ENGLISH 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 the audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
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 you are also enrolling in a Core Curriculum Course that fulfills the Communications requirement. 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. 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>Critical Thinking Skills</th>
<th>To include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.</th>
<th>Active reading assignments and writing assignments that teach analysis, reflection, and working with primary and secondary sources</th>
</tr>
</thead>
<tbody>
<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 will foster rhetorical awareness, including writing for different purposes, audiences, and contexts Collaborative 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>Writing Teams Large and Small-group activities</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>Research activities</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Read and discuss a selection of classic and contemporary stories and articles and analyze their significance.</td>
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TEXT AND MATERIALS:
- Writer’s Notebook (spiral, journal, etc.)
- Folder for handouts and current drafts
- Course readings posted on Brightspace
Access to a computer, printer, and Brightspace

CREDIT HOUR JUSTIFICATION:
ENG 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 four essays with a total page count of at least fifteen 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.

To meet State requirements (per SFA Policy 5.4), this course must include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Periodically, you will be required to respond to a chosen reading on D2L. There will be five such assignments, each expected to require at least 30 minutes of reading and response time, equaling a total of 150 minutes of asynchronous instruction time for the semester.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DUE DATES</th>
<th>PERCENTAGE REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1: Narrative Essay</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2: Multi-Modal Essay</td>
<td>TBD</td>
<td>30%</td>
</tr>
<tr>
<td>Essay 3: Analysis Essay</td>
<td>TBD</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>ALL SEMESTER</td>
<td>30%</td>
</tr>
</tbody>
</table>
ASSIGNED READINGS

Assigned readings will be available in Brightspace with accompanying quizzes to check for completion. The readings and quizzes must be completed by the date assigned. Often, you will be asked to complete a discussion post that corresponds to the assigned reading.

DRAFT FEEDBACK

There are at least four ways to get feedback about your writing before turning in final drafts:

1. Participate in peer writing groups.

2. Schedule an appointment during office hours or at a time when I am not in class and available to meet. The ZOOM link for office hours is posted in D2L. Go to “Content” and look for “Office Hours.” You will find the link. We can look over your draft together.

3. These office hours are for you. I encourage you to take advantage of them. If my office hours don’t fit your schedule, you can request a ZOOM meeting at a different time. I’ll do my best to accommodate.

4. Submit your rough draft to the OWL. Instructions on how to submit your paper to the OWL are listed in D2L under content.

5. You can also take your writing to the AARC Writing Center. Make sure that you take a copy of the essay prompt. Tell the tutor what you’ve done so far with the assignment. Prepare two or three specific questions that you want the tutor to answer about your writing, or give them instructions for the kind of feedback you want (e.g., “I’m going to read my draft to you. Stop me when something doesn’t make sense.”). http://www.sfasu.edu/aarc/help-with-writing

GUIDELINES FOR WRITTEN ESSAYS:

To receive a passing grade for written assignments in this class, students must carefully follow the guidelines provided hereafter. These guidelines are not provided as a suggestion but are absolutely required for every single major essay students complete in this course. There are no exceptions to these guidelines though additional guidelines will be provided in the specific prompts for each assignment. Not following these guidelines may result in a failing grade for the assignment. All essays must:

• be in essay form;
• meet the appropriate page or word length; remember 2 full pages plus 1/2 of another page is not 3 pages—it is 2 and 1/2 pages.
• be typed, not handwritten, in double-spaced MLA format, using Times New Roman 12-point font with 1-inch margins on all sides;
• have appropriate and complete headings;
• have an original title, not the title of another work or a general title such as the type of assignment;
• be submitted online through D2L by the due date (papers that are not turned in online will receive a 5% deduction for every day they are late until after one week; at which point, the paper will receive a zero);
• properly cite quotes, summaries, and sources.
CONFERENCES
We will schedule one or two conferences during the semester. Conferences are a chance for us to talk one-on-one about your writing and progress in the course. Conferences will be held in person and via ZOOM.

GRADES:

For each assignment, a grade will be calculated according to the number of points it is worth. For some assignments, I will use a 10-point scale while for others I will use a 20-point scale or higher. According to university policy, final grades for the course will consist of a letter grade only (no plus or minus). Here is a general description of letter grades:

**A: 90-100** Students earning the grade of an A on any assignment will have completed work that obviously demonstrates an excellent understanding of the course material. The grade of an A is reserved for that work that 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 errors.

**B: 80-89** Students earning the grade of a B on any assignment will have completed work that demonstrates an ABOVE AVERAGE understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for work that 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 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 stigmatized 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 F is reserved for that work that 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 the maximum number of points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) they may receive 0 points.

I GENERALLY DO NOT ACCEPT LATE PAPERS.
I will accept a paper late only in extraordinary circumstances. Be prepared to present documentation if an emergency has occurred. All essays must be sub to a drop box in D2L Brightspace and must be in doc or docx format. No exceptions.

I WILL ONLY ALLOW YOU TO MAKE UP HOMEWORK IN SPECIAL CIRCUMSTANCES (as determined on an individual basis).

DAILY WORK CANNOT BE MADE UP.
If you know you must miss a class, please communicate with me before missing the class to arrange to make up your daily work. If you return to class after an absence without having made any arrangements to make up missed work, you will receive a zero. Be aware that if missing class becomes habitual, I will be less likely to allow you to make up work.

PARTICIPATION AND ATTENDANCE
Our class meetings involve active learning. You will write, share your writing, discuss topics related to writing, complete group work, take quizzes, etc. You are expected to attend class prepared to participate in the day’s learning activities. Class attendance is very important. When you don’t attend class, you miss out on important information about the current assignment, learning opportunities, and a sense of connection to our class community. In other words, I want you to be here, I want you to succeed, and I presume all students are adequately prepared for class participation and ready to engage fully and enthusiastically – I grade participation accordingly. Students are expected to contribute actively to a positive classroom environment. Absences, late arrivals, and early departures, inappropriate use of cell phones or laptops, lack of preparation, inattentiveness, or unwillingness to discuss readings will affect your ability to contribute to a positive classroom environment.

Also, in keeping with university policy 6.7, Class Attendance, regular and punctual attendance is expected for this class. Valid excuses are limited to health, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for promptly providing written documentation for EVERY absence. Note that whether the absence will be excused is at my discretion. Documentation delivered to me more than one class after an absence is not likely to be accepted. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work
for absences to a maximum of three weeks of a semester when the nature of the work missed permits. You are allowed 3 unexcused absences. No student shall be allowed to pass the course whose unexcused absences exceed three (3). Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments.

Please read the complete policy 6.7 at [https://www.sfasu.edu/policies/](https://www.sfasu.edu/policies/).

**EXCUSED ABSENCES:** All university-sponsored events are excused absences. I do not require doctor’s notes when you are sick. If you have excessive absences due to factors beyond your control, I encourage you to contact the Office of Student Rights and Responsibilities (OSRR) and request an absence notification be sent to your instructors.

**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.
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.

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/.
STATEMENT AS A RESPONSIBLE EMPLOYEE / LUMBERJACKS CARE
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, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment 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.

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/counseling
Rusk Building, 3rd Floor
936.468.2401

SFA HUMAN SERVICES COUNSELING CLINIC
www.sfasu.edu/humanservices/139.asp
Human Services, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741