1301 English Composition

with Ms. Garcia

Syllabus

Spring 2024 Edition
Welcome to ENGL 1301!

Hello there! Welcome to 1301 English Composition. I am Hailey Garcia, and I will be your instructor for this semester. I am currently a Teaching Assistant in SFA’s English Master’s program on the creative writing track, so I am also a student like you. My goals for this class are to help ease you into college life and to help you all become better writers by the end of the semester so you can thrive in your future classes and jobs. Contrary to what you might believe, being able to write well is a skill that you will need regardless of your major or career aspirations.

Contact Me

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Office Hours:
Department: English and Creative Writing
Class Meeting Time: 1p-2p Monday, Wednesday, and Friday

Course Description

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.

Student Learning Outcomes (SLOs)

❖ Demonstrate knowledge of individual and collaborative research processes.
❖ Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
❖ Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
❖ Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
❖ Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Gen. Ed. 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 Composition, you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility 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. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

**Core Curriculum Objectives Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How Objectives will be addressed</th>
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</thead>
</table>
| Critical Thinking Skills   | To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. | ❖ Daily writing activities  
                            |                                                                           | ❖ Research assignments                                                    |
| Communication Skills       | To include effective development, interpretation, and expression of ideas through written, oral, and visual communication. | ❖ Daily writing activities  
                            |                                                                           | ❖ Writing assignments  
                            |                                                                           | ❖ Presentations                                                            |
| Teamwork                  | To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | ❖ Group writing activities  
                            |                                                                           | ❖ Group workshops                                                          |
Personal Responsibility

To include the ability to connect choices, actions, and consequences to ethical decision-making.

❖ Paper revisions
❖ Time and project management

Required Materials

❖ A journal for writing – it doesn’t need to be anything fancy; it just needs to be big enough to contain all of our daily in-class writing activities, although I do encourage you to pick one that makes you happy and/or personalize it to your liking.

Major Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Showing up to class prepared to work and having completed assigned readings and tasks.</td>
<td>10%</td>
</tr>
<tr>
<td>Narrative Essay Portfolio</td>
<td>Completed versions of each portfolio turned in on their due dates.</td>
<td>20%</td>
</tr>
<tr>
<td>Literature Review Portfolio</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Informative Essay Portfolio</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Low-Stakes Daily Assignments</td>
<td>Various low-stakes assignments designed to teach the student learning outcomes, including readings, process writing, self-assessments, and peer workshops, all graded primarily on your effort.</td>
<td>15%</td>
</tr>
<tr>
<td>TED Talk Presentation</td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>

For the entirety of this course, we will be working towards a presentation in the style of a TED Talk. Each of the major assignments (and some minor assignments) will serve as building blocks to help you prepare and craft your own TED Talk to present to your classmates and I about a topic of your choice (subject to approval). All assignments are expected to be MLA formatted and appropriately cited. These assignments will be:

❖ **Narrative Essay** – 3 to 4 pages about why you have chosen your selected topic. This can include the story of your first interaction with your topic, how your topic has
affected your life, and/or what makes your topic interesting to you. I want to know why your topic is special in your eyes.

❖ **Literature Review** – 5 to 6 pages reviewing existing literature (academic articles, reference books, documentaries, interviews, etc.) on your topic. You will select at least 3 but no more than 5 sources that you have found while researching your topic that you believe are significant for your project. You will read these sources closely then summarize them, discuss their validity, and their significance both for your project and in terms of social value.

❖ **Informative Essay** – 5 to 6 pages explaining everything you know about your topic. This will be the last of your major assignments and is your chance to deep dive into everything you know and have learned about your topic throughout the semester.

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**Low-Stakes Daily Assignments**

You will engage in a series of low-stakes assignments aimed at supporting your learning process and development as a writer. These tasks will include completing assigned readings, engaging in process writing activities, and taking part in reflections and self-assessments to evaluate your progress. Additionally, you will be expected to regularly draft and revise your work and bring copies to workshop with your peer writing group. These assignments will be graded based on effort, receiving a completion grade during class check-ins.

**Peer Workshops**

Peer workshops are a crucial component of our course and will take place every Friday. Students will be organized into assigned groups, where they will engage in constructive feedback sessions. These workshops will be guided by a structured form or guide, which I will supply to ensure productive discussions. Students are expected to come prepared with a current draft of their assignment to actively participate in these collaborative sessions, fostering a supportive learning environment. Drafts will be checked as part of the regular check-in process.

**TED Talk**

In the final TED Talk assignment, students will create a visually engaging presentation, such as a PowerPoint or other visual aid, to accompany their talk. They will deliver their presentation on their chosen topic, answer questions, and strive to emulate the TED Talk format. This assignment encourages students to create an engaging presentation that mirrors the style of TED Talks.
Late Grade Policy

I understand that sometimes life happens and that as first-year students, you have a lot going on and lots of life changes to adjust to. I am happy to grant extensions (within reason) if you contact me before the due date without penalty and I will also accept assignments up to a week late without penalty as long as they are accompanied by a brief reflection letter that states why they were late and what changes you will make to ensure that it won’t happen again. If your assignment is more than a week late or you make a habit of submitting assignments late, you will have to schedule a meeting with me to discuss the grade penalty your assignment will receive, otherwise your assignment will not be graded.

Attendance Policy

Attendance will be taken during each class meeting and will be factored into your final grade. You will be responsible for completing any work missed while absent or late, as this will also affect your participation grade. When possible, please let me know that you will be absent or late as soon as you can. You are allowed 3 unexcused absences for the semester at no penalty, but your grade will be negatively affected at 4 – 8 unexcused absences. You will be considered a Quit/Fail at 9 or more unexcused absences. Should an extenuating circumstance arise, and you need to miss more than the allotted 3 classes, contact me as soon as possible so that accommodations can be arranged before your grade is affected.

Academic Integrity

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.

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-4.1.pdf

Generative Artificial Intelligence

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 portfolios. 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 resource 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. I will not use generative AI to grade your writing. The written feedback you get from me will be from me.

In the spirit of transparency, 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.

Examples of what I define as ethical use of AI in this class:

- **Exploring and Refining Topics**: Using AI to explore potential topics and gain an overview of subject areas at the start of your research.
- **Creative Brainstorming**: Employing AI for brainstorming ideas, thesis statements, or potential arguments when seeking inspiration.
- **Structural Aid in Writing**: Asking AI to help draft an initial outline, which you then enrich with your own analysis and writing.
- **Language and Grammar Enhancement**: Using AI for suggestions on grammar, sentence structure, and word choice in your drafts.
- **Assisting with Research Sources**: Using AI to identify potential sources, data, or studies for your critical evaluation and use.
- **Initial Feedback on Drafts**: Using AI for preliminary feedback on structure, clarity, or coherence before peer or instructor review.
- **Citation and Reference Management**: Using AI for help in formatting citations and managing references in your work.
Examples of what I define as unethical use of AI in this class:

❖ **Outsourcing Essay Writing**: Allowing AI to write sections of essays, papers, or reflections and submitting them as your own work.

❖ **Completing Assignments with AI**: Using AI to complete assignments intended for your personal effort.

❖ **AI-Generated Discussion Contributions**: Relying on AI to create posts or responses in discussions, instead of contributing your own ideas.

❖ **Plagiarizing AI Content**: Submitting AI-generated work without proper attribution or as your own original creation.

❖ **Substituting Personal Analysis**: Depending on AI for tasks involving critical thinking, analysis, and synthesis that are key to your learning.

**Withheld Grades Policy**

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 & 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
Health and Wellness Hub (corner of E. College and Raguet) 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
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800. 273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Course Calendar

Class meetings will follow a regular schedule of activities:
Mondays: Active discussion activities related to writing.
Wednesdays: Writing activities to help you progress with the current assignment.
Fridays: Peer workshops

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 – 4</td>
<td>Narrative Essay</td>
<td>Feb 12</td>
</tr>
<tr>
<td>Weeks 5 - 9</td>
<td>Literature Review</td>
<td>March 8</td>
</tr>
<tr>
<td>Weeks 10 - 14</td>
<td>Informative Essay</td>
<td>April 5</td>
</tr>
<tr>
<td>Weeks 15 – 16</td>
<td>TED Talk Presentation</td>
<td></td>
</tr>
</tbody>
</table>

The weekly schedule for each unit will be available on D2L.
Congratulations on reaching the end of the syllabus!
Your prize is a picture of my cat in her panda hat!
(She is very proud of you)