ENGL 1301-008: Rhetoric and Composition
Department of English and Creative Writing
Tuesdays / Thursdays: 3:30 – 4:45 PM
FERG 476
Spring 2024
Instructor: Ryan Hunke
Email: ryan.hunke@sfasu.edu
Office: Liberal Arts North (LAN) 328

Office Hours:
Mon / Wed: 2:30 – 5:00 PM | Friday: By appointment (email to schedule!)

Course Description: ENGL 1301 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.

Credit Hour Justification: ENG 1301.008 “Rhetoric and Composition” (3 credits) meets three times each week in fifty-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.

Course Design Philosophy: ENGL 1301 is the first of two required writing courses that you will take as a college student at SFASU. In this course we will focus on enhancing your writing and communication skills, tools essential as you grow as expert citizens and future professionals. We will explore topics such as personal autonomy and independent living, determining work and activities you find personally valuable and rewarding, developing your social interaction skills, and exploring meaningful community participation; these “everyday life” topics will be the context we will use to practice composing your thoughts, beliefs, and aspirations. While we will not fully explore academic notions of research and argument—these will be the focus of ENGL 1302—we will focus on strengthening our understanding of how such issues as audience and purpose impact our writing of narrative, summary, response, and analysis.

As opposed to writing traditional “generic” essays, I have worked to develop assignments that have more “real-world” applications, which will require the implementation of skills we’ll successively build upon during our class meetings. You are already fluent, expert communicators; the expectation is now to take your writing to the next level by complicating your understanding of the writing process, recognizing the direct impact of audience on any
writing situation, exploring the sophisticated requirements of analysis, and learning to find your own place in any critical conversation.

**ENGL 1301 Student Learning Outcomes**
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 ENGL 1301 you are also enrolling in a Core Curriculum Course that fulfills the Communications 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 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>Small Group Discussions, writing process 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>Writing for different purposes, audiences, and contexts, D2L Discussion Posts</td>
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<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>Research, critical reviews, studying the rhetorical situation</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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<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>Researching and writing on social/community issues</td>
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**Text and Materials:** All required reading material will be provided to the student at no expense. Our classroom is a computer lab, and a majority of the reading and writing content will be delivered electronically. You may either use the computers in the lab, or bring your own personal devices. I also recommend you bring a standard notebook, and your preferred note-taking materials (pens, highlighters, sticky notes, etc.). An agenda is also a useful tool, but not required.

**Cell Phone Policy:** You are adults, managing multiple academic, professional, and social demands simultaneously—cell phones are an indispensable tool to this end. As a result, cell phones are permitted in class, with the expectation you conduct yourselves as professionals. If you need to use your devices to quickly address an issue, that’s fine—please step outside while you handle it. If you’re expecting a call or handling an issue, please notify me at the start of class.

Playing on cell phones (games, videos, social media, etc.) are distracting to everyone—me included. There will be breaks in class; occupying your time on your device during these lulls is fine. However, cell phone usage during lectures, group discussions, or individual work time won’t be tolerated. You will receive one warning, ever. Subsequent disruptions will be asked to leave the class; you will not be able to make up any missed in-class assignments.
Major Course Assignments and Requirements:

- There will be both in- and out-of-class reading assignments. Be sure to regularly check D2L “Brightspace” for assigned reading. For my part, I will endeavor to make your reading load manageable, and useful. For your part, completing readings are essential to being prepared to participate in class. Failure to prepare and participate in discussions will result in a 0 for the daily in-class work.
- There will be both in- and out-of-class writing assignments. These writings will range between very short in-class brainstorming, to focused microtheme responses, or to nightly written assignments to peer responses. In any case, these writings are not to be rushed through or dismissed; they will make up a percentage of your overall grade.
- D2L will be the primary repository for lesson plans, discussion posts, and will be used to submit assignments via the “DropBox” feature. Please familiarize yourself with this platform and check it regularly. When in doubt, check D2L. If you feel something is missing, please email me and I will address it promptly.
- You will complete three major compositions. We will have three units during the semester and each will culminate with the completion of a major paper or assignment.

Grading Policy:

Overall Grades:
- Daily In-Class and Out-of-Class Assignments: 30%
- Composition One – “This I Believe” Essay: 10%
- Composition Two – Genre Exploration & Multimodal Project: 15%
- Composition Three – Rhetorical Analysis Essay: 20%
- “Exploratory Writing” Assignments: 15%
- Class Participation & Peer Review: 10%

General Grade Description:

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. The grade of A is difficult to achieve as it demands that one expertly display their ability to understand and work with each concept of that unit and the preceding unit(s).

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 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 or 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 less than 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. Furthermore, students who have great struggles with grammar, mechanics, layout, delivery, etc., and are thus unable to deliver a clear and understandable essay CANNOT receive a grade higher than a D.

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.

Late Work: All work will be due on the day it is due at the start of class. Daily homework assignments (whether completed in class or out of class) will not be able to be made up or turned in late. As for major essays, these will be due at the start of class. Any student turning in an essay packet 15 minutes after class has begun will be considered late. In terms of these major
essays, 10 points will be taken off the final grade for each day that the paper is late.

**Attendance Policy**: This course relies heavily on in-class discussions, small group work, and collaborative goal-setting. The focus is developing the skills and mindset necessary to grow our writing abilities, not demonstrating an arbitrary baseline competency. Daily participation is critically important, and as a result, I maintain a strict attendance policy for this course.

*Since I do understand that we all may need a day off or run into complication getting to class, you may miss up to four classes for which your overall grade will not penalized*—however, this does not mean that should you miss a class period that you are exempt from anything due during that period or anything done during that period; in other words, you will not be allowed to make up missed work and this may have an impact on your daily grade.

However, after missing four classes, any additional absences may impact your overall FINAL grade. Students missing 5 times may receive a final, overall grade no higher than a B; students missing 6 times may receive a final, overall grade no higher than a C; students missing 7 times may receive a final, overall grade no higher than a D; and, students missing 8 classes or more may receive a final, overall grade of F.

*Bottom line, for both attendance and late work*—communication is key. I understand: *life happens*. If disruptive events occur that will impact either, please reach out to me soonest (email is best). I will try my best to work with you, but I can’t help what I don’t know about. “Closed mouths don’t get fed”—be proactive in speaking up for yourself!

**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.

Plagiarism is pointless. SFASU uses multiple systems that automatically detect plagiarism, and SFASU’s faculty are lifelong professionals in their respective fields; they are well-versed in learning your personal writing styles and voices, and are capable of identifying anomalous works of altered plagiarism. In my class, any assignment or paper that displays any form of plagiarism—including undocumented unauthorized uses of technology and resources—will be reported to the University for disciplinary action, and receive a failing grade upon adjudication. After the first offense, disenrollment from the University will be considered.

AI Usage Policy: As we navigate this course, it's important to acknowledge the growing role of Language Learning Models (LLMs) and other AI tools in academic and professional settings. While these tools offer unique advantages, they also raise questions about intellectual ownership and ethics. Therefore, our policy is clear and straightforward.

Student Use: After I introduce you to LLMs and provide specific guidelines for their ethical usage, you're welcome to use them as a collaborative tool for tasks such as brainstorming, outline creation, and basic research. The key here is to adhere closely to the guidelines provided. Any interactions with AI will be clearly documented, and will should not constitute written components of your assignments. The objective is to responsibly integrate these tools into your academic and future professional toolkit, not to substitute your own intellectual effort.

Instructor Use: On my end, I will not be employing AI tools to grade your assignments. Grading is a human-centered process and will remain so in this course. However, as a professional in the field, I do use AI to explore content creation. There will be occasions where we collaboratively engage with AI to deepen our understanding and to explore educational opportunities.

Remember, the goal is not just to write well, but to think critically and ethically about how we write and the tools we use in the process.

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 course work 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 for the purpose of computing 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 in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Mental Health and Wellness:** SFASU—and I—highly value students’ mental health and the role it plays in academic success and overall quality of life. 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. I believe we all play a role in destigmatizing mental health; it takes wisdom to know when to ask for help, and courage to do so. Be proactive in taking care of yourself, and vigilant in looking out for others—you may very well save someone’s life, if only you have the audacity to speak up. I am not a mental health expert and I am not qualified to give counseling, but if you or a student you know needs help finding the right service, please don’t hesitate to contact me any time, 24/7, and I will do my best to find help—or find someone who can.

**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, and Alcohol and Other Drug Education. [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub) |936.468.4008

**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