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 to 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 OUTCOMES
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. 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. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

ENGLISH 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.

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 Communication Skills component area.

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>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be addressed</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td>Active reading assignments</td>
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<td></td>
<td></td>
<td>Writing assignments that teach process, analysis, reflection, and working with sources</td>
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<tr>
<td>Communication</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</td>
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<td>Small-group discussion activities</td>
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<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</td>
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<td>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>Activities that teach the ethics of rhetoric and research</td>
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**ENGL 1301 STUDENT LEARNING OUTCOMES**

At the completion of this course, students will be able to:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose.
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.
CREDIT HOUR JUSTIFICATION
ENGL 1301 “Rhetoric and Composition” (3 credits; fully online) meets online for fifteen weeks during the semester as well as during finals week. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of three 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. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

REQUIRED TEXTS
None. Anything required for the class will be provided by me.

GRADES AND EVALUATION
I do not accept late work without documentation. You cannot disappear for weeks and then expect me to let you make up the work you missed unless you have documentation to show for it. You cannot avoid doing your work all semester and then try to get it in at the last minute. If you need an extension or to make up work, email me and tell me what’s going on, provide documentation, and you’ll be able to turn in any missed assignments for the period listed on that documentation.

Essays – each assignment is due by midnight on the due date. You must submit all major essays online to D2L. There will be a separate Dropbox folder in D2L for each major essay assignment. Further instructions for each assignment will be given at a later time. Late essays will be given -10 points for each day they are late; extensions may only be granted if you have an excusable absence. Instructions for each essay will be given as they are assigned. You will write four for this course:

- Personal Narrative essay – due February 4.
- Rhetorical Analysis essay – due March 3.
- Literary Analysis essay – due April 7.
- Persuasive essay – due April 28.

Quizzes – There will be quizzes. You will have a week to complete them. Any quizzes turned in after the due date will be graded from 50%.

Weekly Work – There will be discussions and weekly work. Any quizzes turned in after the due date will be graded from 50%.

Final Exam – Using the skills you’ve acquired over the course of the semester, you will write a final essay. Details and materials will be discussed as the date approaches. The final exam must be turned in by the due date to receive credit.

Extra Credit – A substantial visit to the AARC will award you five extra points to one major essay grade. If you aren’t on campus or don’t feel comfortable meeting a tutor face-to-face, you may use the online feedback tool on their D2L page. You must show me proof of your visit or online interaction in order to receive credit (a screenshot will be sufficient). Utilization of
the resources available to you are an important part of your education. Throughout the semester, there will be other opportunities to gain extra credit. At any point in the semester, you may e-mail me the cutest photo of an otter you can find. That will award you 5 points on any essay of your choosing. I will keep a tally of who has sent it, and when you're ready to cash in those 5 points, just let me know. If you don't tell me where you'd like those points applied, I will add them where they'll do the most good.

Breakdown of Grades:
Quizzes – 7.5%
Weekly Work – 7.5%
Personal Narrative – 10%
Rhetorical Analysis – 15%
Literary Analysis – 20%
Synthesis Essay – 25%
Final Exam – 15%

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 assignment must meet the assignment requirements for page length and source requirement. Failing to do so will result in a SIGNIFICANT drop in your grade. Individual assignment sheets will be provided with further details.

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.
Grade evaluation may be discussed 48 hours after essays have been returned. I will not discuss it with you until the two-day window has passed.

**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. 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).

**ACADEMIC INTEGRITY**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled 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.

The use of AI programs such as ChatGPT is prohibited for any graded assignment unless otherwise stated. The use of AI programs on graded assignments is considered plagiarism.
ACCEPTABLE STUDENT BEHAVIOR
A recent policy from the Provost’s Office states, “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.”

You will conduct yourselves in a respectful, professional manner. I don’t think I have to tell you this but be kind to your fellow students when you interact with them (and me).

DISCRIMINATION/SEXUAL HARASSMENT
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources for Policy E-46.

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/.

AARC
The AARC provides a variety of free academic support programs for students at SFA. Their services include 1:1 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.

STUDENT WELLNESS & WELL-BEING
SFASU values students’ 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 and 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

SFASU 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 Street
www.sfasu.edu/thehub
936-468-4008
thehub@sfasu.edu

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
- Alcohol and Other Drug Education

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)
jobCrisis Text Line: Text HELLO to 741-741

If you need to contact me, please e-mail me through your SFASU email address. If, for some reason, our server is down, and SFASU email is unavailable, email me at the Gmail account from your personal account; this should be used only if SFASU email is unavailable. Please put your class and section number somewhere in the email so that I know which class you're in.

Office hours are listed at the top of the page, but if you need to meet with me at another time, let me know, and I will be happy to oblige.