Syllabus for English 1302-017: Rhetoric and Composition (Spring 2024)

Instructor: Hannah Horton  
Office: Ferguson 279  
Email: hortonhr@jacks.sfasu.edu  
Office Hours: TBD  
(NOTE: I check my Outlook email more often than my Brightspace email, so that is how I recommend contacting me.)

Course location/meeting time: Ferguson 376, 12pm-12:50pm MWF  
Department: English and Creative Writing

Course Description
Welcome! English 1302 is a continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite(s): ENGL 1301

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.

Student Learning Outcomes for ENGL 1302
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

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 1302 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.

<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 Skills</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>Writing process(es) 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>Composing for different purposes, audiences, and contexts</td>
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<td>Small-group discussion</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</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>Building ownership and agency with writing Ethics of research</td>
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**Credit Hour Justification**

“Research and Argumentation” (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 three compositions totaling the equivalent of eighteen pages of finished writing. Emphasis is placed on writing and research processes, including multiple drafts and short assignments that require generating, revising and editing writing. Students conduct more library and online research than what is required in ENG 131. Final exams typically include presentations of student writing and research. These activities average six hours of work outside of classroom hours.

**Text and Materials**

You are expected to show up to class with a notebook to serve as your course journal and a pen/pencil to write with. There are no required textbooks for this class; I will provide all reading materials on D2L. You are also expected to have outside access to technology/D2L.

**Grade Breakdown**

Daily Work: 10% of grade  
Peer Review Participation: 15% of grade  
Major Assignment 1–Annotated Bibliography (portfolio grade): 15% of grade
Major Assignment 2—Researched Argument Essay (portfolio grade): 30% of grade
Major Assignment 3—Process/Argument Presentation (portfolio grade): 15% of grade
Participation/Attendance: 10%
Final Exam: 5%

Major assignments
Annotated Bibliography (Major Assignment 1)
For this assignment, you will compile an annotated bibliography of scholarly sources related to your chosen research topic (number TBD). Each entry should include a 100-200 word summary of the source's main arguments and relevance to your research, along with an evaluation of its credibility. This assignment will help you refine your research focus and critically engage with a variety of sources. Due February 12th.

Researched Argument Essay (Major Assignment 2)
For this assignment, you will craft an essay making a clear argument based on your research of academic sources. You must have a focused and debatable thesis related to your research topic, that is supported with evidence from both primary and secondary sources. Your essay should demonstrate your ability to synthesize information, construct a logical argument, and engage with relevant academic debates. Please note that the first few months of class includes several building blocks to help you reach this point. Due April 8th.

Persuasive Essay (Major Assignment 3)
In the final few weeks of the course, you will present the findings of your research to your classmates and instructor through a multimodal presentation. Your presentation should provide a summary of your argument. It should also outline the key steps and challenges encountered in your research and writing process throughout the semester, including insights into how your understanding of the topic evolved and the decisions you made in shaping your argument. Due April 26th. Students will give presentations on April 26th, April 29th, and May 1st.

Final
For your final, you will complete an in-class reflection on what you have learned about writing and about yourself as a writer. Your final is optional—if you are already satisfied with your grade in the class, you may choose to skip it. Final exam date/time: Monday, May 6, 1-3pm.

Grading
Major assignments 1-3 will be graded using a portfolio approach, with portions of each grade based on final drafts, learning letters, and writing artifacts.

AI Policy
If you’re using AI tools like ChatGPT, disclose to what extent you used them in your submission notes. Use of these programs will never be required in this course; however, use will also not be banned. This use must fall within the parameters I specify within the assignment prompt, which will vary by assignment. Remember that these programs are
TOOLS that have acceptable and unacceptable uses. In this class, it will never be acceptable to use these programs to write your entire assignment and turn in as your own work. Any student who does so is subject to discipline, as outlined in Article IV, section A of the university’s Code of Student Conduct and Academic Integrity Policy Number 10.4. We will work through AI literacy during this course.

**Late Work Policy**
I expect all assignments on the due dates listed above; however, I realize that sometimes life happens. So, for all deadlines, you have a five-day grace period where you can still turn in assignments past the deadline without it affecting your grade if you *let me know your reasoning for turning it in late in person or through email*. From the sixth day past the deadline on, I reserve the right to determine through discussion with you what a fair maximum grade will be.

**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/.

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
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

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)
- johCrisis Text Line: Text HELLO to 741-741

Course Schedule

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<thead>
<tr>
<th>Major Assignment</th>
<th>Weeks</th>
<th>First Draft Due</th>
<th>Final Draft Due</th>
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<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>1-4 (1/19-2/12)</td>
<td>Wednesday, 2/7</td>
<td>Monday, 2/12</td>
</tr>
<tr>
<td>Researched Argument Essay</td>
<td>5-12 (2/14-4/8)</td>
<td>Wednesday, 4/3</td>
<td>Monday, 4/8</td>
</tr>
<tr>
<td>Process/Argument Presentation</td>
<td>13-16 (4/10-5/1)</td>
<td>Monday, 4/22</td>
<td>Friday, 4/26</td>
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Final Exam: TBD.

The instructor will provide weekly calendars on D2L. As a reminder, major assignment 1 is due February 12, major assignment 2 is due April 8, and major assignment 3 is due April 26.

Weekly Calendars for Weeks 1-3:

<table>
<thead>
<tr>
<th>Date</th>
<th>What we’ll do</th>
<th>Homework</th>
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<tbody>
<tr>
<td>Friday, 1/19</td>
<td>• Review syllabus</td>
<td>• Complete “Who am I?” questionnaire if you didn’t in class</td>
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<td>• Discussion question: What is an argument?</td>
<td>• Read “Shitty First Drafts”</td>
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<td>• Discussion question: What is research?</td>
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<td></td>
<td>• Distribute “Who am I?” questionnaire</td>
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</tbody>
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| Monday, 1/22 | • Share Answers to “Who Am I?” questionnaire  
• Free write based on discussion on what argument/research is  
• Share responses  
• Introduce annotated bibliography Assignment | • Brainstorm ideas for annotated bibliography |
| Wednesday, 1/24 | • Topic generation tips | • Submit rough 100-word summary of possible research topic (for major assignments one and two) to D2L by 11:59 on Thursday, 1/25 |
| Friday, 1/26 | • In-class research day | • Submit list of 3 sources that will possibly be in your annotated bibliography by 11:59 on Sunday, 1/28  
• Reading assignment(s) TBD |
| Monday, 1/29 | • Research tips (possible library day) | • Continue working on annotated bibliography |
| Wednesday, 1/31 | • Annotation writing tips | • Continue working on annotated bibliography |
| Friday, 2/2 | • In-class writing day | • Have annotated bibliography draft ready for peer review on Monday |