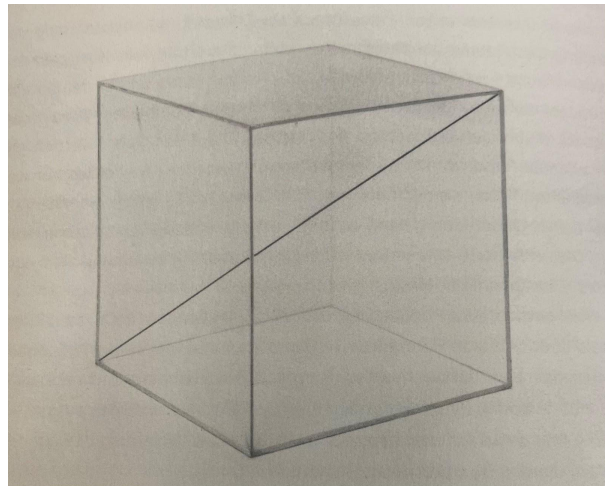
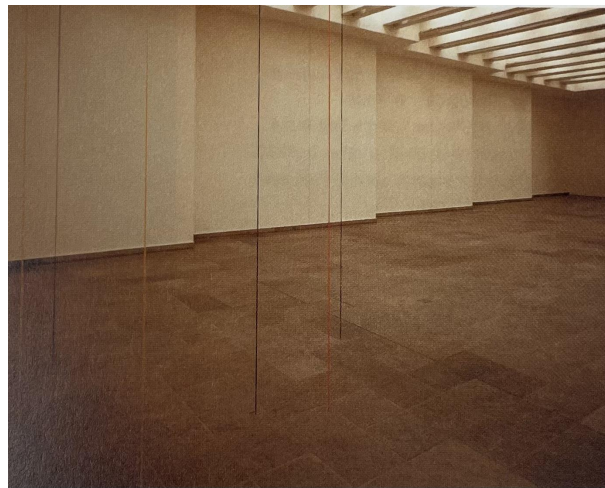
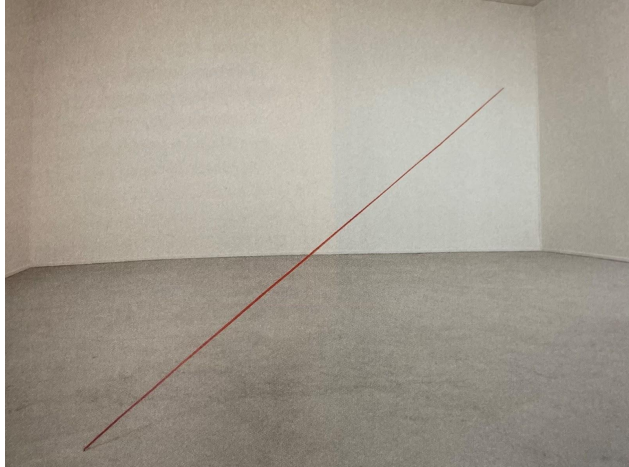




COMPOSITION & RHETORIC
ENG 1301-002
SUL ROSS STATE UNIVERSITY,
FALL 2026

INSTRUCTOR: MO ELDRIDGE
MORGAN.ELDRIDGE@SULROSS.EDU

CLASS MEETS: ROOMS MAB 200

Monday & Wednesday — 11-12:50 & 2-3:15
FINAL EXAM :: TBD BY SRSU

OFFICE HOURS : MAB 100
Monday - Thursday 3:30- 5 or by appointment

COURSE OVERVIEW:

Composition can be defined as the art of written expression, created through the organization of ideas and the use of structured language. Rhetoric can be defined as the strategic choices a writer or speaker makes to effectively communicate a message to an audience.

What is a line? How do we see a line? How do we make a line? We will compare and contrast the way a line is represented in visual work and written expression. We will consider the function of a line.

Composition & Rhetoric 1301 is an introductory course centered around the art of writing with the purpose of strengthening the foundation of each student's ability to communicate effectively. With an emphasis on rhetorical awareness and personal value systems, students will learn to produce writing in various modes.

This course begins with a foundation of art and writing. We will explore how organization and structural choices shape meaning. Through the study of the basic elements and principles of varying artistic disciplines, students will develop their ability to communicate function and intention through writing.

We will look at artists represented at the Chinati Foundation in Marfa Texas, a contemporary art museum founded by writer/artist Donald Judd in 1986. The site specific art works occupy repurposed military buildings formerly known as Fort D.A. Russell. These works are experiential and large scale.

As a class we will visit the museum, survey artists housed within the museum, read and analyze writings from the artists, and consider how different modes vary in purpose. The survey of writings will include Art Criticism, Art Theory, Art History, personal letters and proposals. Using art as it exists in the

landscape of west texas as a lens, students will reflect on their experiences through essays and journal entries.

By the end of the semester, students will have developed a strong foundation in the principles of composition and rhetoric. They will also gain firsthand experience with contemporary art housed in the tri-county area, applying their observations and reflections to a personal writing practice

PURPOSE:

- practicing the writing process—invention, drafting, revising, editing—as well as presentation of ideas
- understanding and addressing audience and purpose, and making appropriate communication choices
- employing various modes of expression, such as descriptive, expository, narrative, scientific, and self-expressive communication in written, visual, and oral formats
- participating effectively in collaborative settings with an emphasis on listening, critical and reflective thinking, and responding thoughtfully
- applying critical thinking, problem-solving, and basic technical skills in writing expository or argumentative texts

CORE CURRICULUM OUTCOME & EXAMPLES OF PROFICIENCY

Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information SLO: Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication SLO: Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

REQUIRED COURSE MATERIALS

TEXTS

all text materials will be provided in class

TOOLS

notebook/journal, writing utensil, folder, usb

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. You are expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are

not limited to: turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Academic Writing: Unless specifically noted otherwise, all written work submitted must be in Microsoft WORD™, double-spaced, 12-point Times New Roman font, pages numbered, and have 1" margins on all sides. All work submitted should follow APA guidelines for formatting and bibliographical citations. Peer review of written work is an excellent practice and highly encouraged prior to submission of written assignments.

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

This class will strive to create an environment that fosters learning, critical thinking, and effective communication. To achieve these goals, I have decided to prohibit the use of Generative AI tools during this course. While these can be powerful and useful tools in certain contexts, I believe that relying on them for this course undermines the learning objectives. I want you to develop your skills in independent thinking, problem-solving, and engagement with the subject matter. By restricting the use of AI language models, you will utilize your knowledge, creativity, and critical analysis to complete your assignments and actively participate in class discussions. I understand that technology plays an increasingly prominent role in various aspects of our lives, and I acknowledge its potential benefits. However, in the context of this course, I believe that relying on personal effort and intellectual exploration will enhance your learning experience and contribute to your long-term development as a knowledgeable and well-rounded individual. It is important to note that this requirement applies to all aspects of the course, including assignments and any form of communication related to the course content. Any use of AI language models during these activities will be considered a student conduct code violation. Should you have any questions or concerns regarding this course expectation, please feel free to discuss them with me. I am here to support and guide you throughout this educational journey.

Accommodations for Students: Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact SRSU's Counseling and Accessibility Services Office at 432-837-8203. Office is located on the

first floor of Ferguson Hall, room 112, mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Add /Drop Policy: This course will follow the University add/drop policy and timeline.

Assignment Policy: It is expected that assignments will be submitted on or before the specified due date. Assignments may be submitted after the due date and will be assessed a percentage penalty; submitted within 7 days = 15%; submitted 8-14 days = 30%; submitted 15 days & beyond = 50%. Incompletes will only be assigned under extreme circumstances. The last day to submit any late/revised assignment is the last regular class day of the semester.

Assistive/Service Animal Protocol: At Sul Ross State University policy, assistive animal and service animals are under differing rules. Assistance animals are not permitted in classroom/labs; service animals, as defined under the ADA, are permitted anywhere on campus. For additional clarification reference the SRSU Assistance Animal/Service Animal policy.

Attendance: You will be held accountable for all material covered in class, despite valid reasons for absence. Attendance will be recorded at each class session. In the case of emergency, students should contact the instructor as soon as possible after the emergency situation has been resolved. Documentation of a “university excused absence” will allow the student to make up missed work, but WILL NOT count towards earned attendance points.

Health-Related Absences: Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. Students who miss class due to illness will be given opportunities to access course materials online. In the event of contagious illness, please do not come to class or to campus to turn in work. Instead notify the instructor by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor’s note) for medical excuses is not required.

Classroom Climate and Respect: It is my intent, as course instructor, that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and beyond the course, and that the multiplicity students bring to this course be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of all students. Your suggestions about how to improve the value of this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

At SRSU, we support learning environments where individual and cultural differences are appreciated, recognized, respected and understood. We shall hold each other accountable to demonstrate diligence in recognizing and respecting differing behaviors, perspectives and worldviews. In addition, in scheduling assignments, I have attempted to avoid conflicts with major religious/cultural holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious/cultural observances, please let me know as soon as possible so that we can make other arrangements.

Collaboration: Unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Copyright Notice for Course Materials: U.S. copyright laws protect this syllabus, course presentations, all Blackboard™ materials and any other course materials provided throughout this term. Students enrolled in the course may use materials for their own educational purposes within the Educational Fair Use policy of the U.S. Copyright Office. However, reproducing, selling or otherwise distributing these materials in any manner or medium without written permission of the copyright owner is expressly prohibited.

Electronic video and/or audio recording is not permitted during class/lab unless the student obtains written permission from the instructor. If permission is granted, any distribution of the recording is prohibited.

Course Communication: Communication is a two-way interaction. Students are encouraged to stop by my office during posted office hours to ask questions, check-in or simply say hello. I also encourage you to call (phone number listed on p. 1) or email (also listed on p. 1). During the work week, I will check email multiple times through the day and will commit to responding to your communication within 48 hours. Weekend communication (noon Friday-8:00 AM Monday) will not be answered until Monday mornings after 8:00 AM. I request the same respectful commitment from you.

Library Information: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/texshare

Plagiarism: Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. You are strongly encouraged to familiarize yourself and to use the Originality Report feature in Blackboard to determine if you have inadvertently plagiarized or incorrectly cited a source. If you have any questions about using and citing sources, you are expected to ask for clarification.

SACSCOC Learning Outcomes (SACSCOC)

1. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.;
2. Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Shared Expectations:

You can expect me to:

Provide learning opportunities that advance your knowledge and development in becoming a successful college student.

Be available to provide assistance and answer your questions.

Be fair in my grading and assessment of your work.

Provide you with timely, constructive feedback on your work.

I will expect you to:

Complete all assignments thoroughly, in a timely manner.

Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.

Be honest and submit your own original work.

Participate in class discussions and activities; this helps you as well as all of your classmates.

Student Demeanor: Sul Ross State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, reference the SRSU Student Handbook.

Students are full partners in fostering a classroom environment conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class; students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior will result in a request for the offending student to leave class.

Opposing perspectives are welcomed and encouraged. Nevertheless, class participants are expected to treat one another with the respect and dignity to which all community members are entitled. Nothing less than such democratic behavior will be acceptable. I support an inclusive learning environment where diversity and differently-abled individuals/groups are appreciated, recognized and respected. All SRSU community members will demonstrate diligence in understanding how peoples' perspectives, behaviors, and worldviews enhance us all as individuals and as a community.

Hands-on participation is essential for successful completion of this course; therefore, each class member must come prepared, both physically and mentally, to take part in each class activity. Through experiential activities, students will individually and collaboratively solve problems, make decisions, reflect on past and current practices, and engage in dialogue. For this pedagogy to be successful, student participation is critical. Each student enrolled must access course content through Blackboard AND review the assigned materials PRIOR to attending class. Other specific classroom rules will be discussed as appropriate.

General Rules for Classroom:

No cell phones, No computers, No food

Come prepared with your Notebook and Reading materials.

If cell phones are distracting they can be left at the front of the room at the beginning of class.

Student Records: All records related to this course are confidential and will not be shared with anyone, without a signed, written release. If you wish to have information from your records shared with others,

you must provide written request/authorization to the instructor. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Student Wellness: SRSU strives to create a culture of support and recognizes that your mental health and wellness are equally as important as your physical health. We want you to know it is OK if you experience difficulty, and there are several resources on campus to help you succeed emotionally, personally, and academically. Please know that if you choose to confide in me, I am required by the university to report to the Title IX Coordinator, as SRSU and I want to ensure you are connected with all the support the university can offer. You are not required to respond to outreach from the university if you do not want to do so. You can also make a report yourself, including an anonymous report, through the SRSU Title IX Report Form.

Our university has partnered with TimelyCare where all SR students will have access to nine free online counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Tutoring:

- a) Tutoring and Learning Center located in the library (call 432-837-8982 for a reservation with a tutor)
- b) Tutor.com (online tutoring services available on BlackBoard) – be sure to allow 48 hours turnaround time for a writing assignment.

ASSESSMENT & GRADING CRITERIA

You will be assessed in each class on your progress and participation in lectures, discussions, assignments, and critiques. Your grade will be based on class participation and the quality of the effort you put into completing all journal entries. Being in class is very important. The knowledge needed to complete assignments will be gained through in-person lectures and demonstrations that will be difficult to repeat or for you to make up. If you miss class, catching up is your responsibility.

It is important to stay on track because we will cover material in class each week that builds on the previous weeks. do not skip class & do not get behind. If you must miss a class, you must let the instructor know and schedule a time to make-up work you missed. Recurring absences will affect your participation grade.

IN CLASS PARTNER :: NAME _____

CONTACT # _____

EVALUATION:

ESSAY 1— 15%

ESSAY 2— 15%

ESSAY 3— 15%

JOURNAL — 35%

DISCUSSION // PARTICIPATION — 10%

FINAL —10%

You will be graded on participation // in class discussions, three essays, and writings that will be found in your journal. I expect all students to participate in discussions, and if you rarely or never offer thoughtful comments or questions, you will only get half credit for your participation grade. If you aren't comfortable speaking in front of the class, please come talk to me. Details on each assignment will be presented when assigned.

The majority of your grade for the course is obtained through your journal and the accumulation of points from the three major essays.

Your journal is a notebook. You will bring it to class. You will complete journal assignments on each lecture topic and readings. Each entry will be in essay format 3-5 paragraphs. Do not let these entries intimidate you, we will be working all semester to build the confidence to explore varying forms of communication. Consider the journal entries to be a practice in process. The three major essays will be more polished forms of writing. We will workshop the essays in small groups in class and practice presenting our writing.

Consider your journal to be the home of all your writing preparation and the steps of process to get to any of the final forms. Your journal will be handwritten.

essay 1 : narrative reflections on your time at Chinati

essay 2 : expository: explains, defines, or informs.

essay 3 : compare / contrast: land art vs. minimalism

** part of your participation is in class workshops to support the progress of these three major essays.

aside: there will be opportunities to earn extra credit by attending art events.

BA ENGLISH STUDENT LEARNING OUTCOMES (SLO)

English majors will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.

English majors will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

English majors will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

WEEKLY RESPONSIBILITIES // STRUCTURE

we will begin each class with a greeting // check -in
we will discuss short readings
the instructor will give an overview /short lecture
we will discuss through question format
we will conduct an in class writing exercise
we will read aloud a work of art (writing)
we will workshop together

** you will be assigned a short reading to begin again the next class.

TENTATIVE CLASS SCHEDULE

** SYLLABUS AND READINGS ARE SUBJECT TO CHANGE SLIGHTLY

WEEK 1

8.24 INTRODUCTION & SYLLABUS

8.26 VALUES ASSESSMENT / INTRO TO ELEMENTS AND FUNCTIONS OF ART

(INTRO ART FROM WHERE YOU ARE FROM)

WEEK 2

8. 31 ELEMENTS / FUNCTIONS / PRINCIPLES / MEDIUMS

9.2 MUSEUM OF THE THE BIG BEND

JOURNAL: DESCRIPTIVE WRITING ON A WORK OF ART

WEEK 3

9.7 CORE IN CLASS ASSESSMENT // PRESENTATION (ART FROM WHERE YOU ARE FROM)

9.9 CORE IN CLASS ASSESSMENT // PRESENTATION (ART FROM WHERE YOU ARE FROM)

JOURNAL: PHOTO / DESCRIPTION ART FROM WHERE YOU ARE FROM

WEEK 4

9.14 INTRODUCTION TO ART HISTORY / THE MODERN MOVEMENTS

9.16 OBSERVATIONS AND MAKING A CLAIM

** WHAT WE DO NOT SEE IF WE DO NOT SEE, AGNES MARTIN

DESCRIPTIVE ESSAY DUE _____ -

WEEK 5

9.21 THE STRUCTURE OF THE ESSAY.

9.23 ON READING, ON MEMORY

**BARNETT NEWMAN AND THE SUBLIME, PAUL CROWTHER

WEEK 6

9.28 FUNCTION OF TYPES OF ESSAYS

9.30 INTRODUCTION TO THE ARTISTS AT CHINATI

** WHY WRITE, CAITLIN MURRAY

** SPECIFIC OBJECTS, DONALD JUDD

JOURNAL: RESPOND TO THE WRITING OF DONALD JUDD

WEEK 7

10.5 HOW LANGUAGE IS USED BY THE ARTIST AND CRITIC

10.7 PREPARATION FOR CHINATI WEEKEND AND NARRATIVE ESSAY

JOURNAL: CREATING A SURVEY OF INQUIRY

WEEK 8

10.12 CHINATI WEEKEND REPORT BACK

NARRATIVE ESSAY DUE _____

10.14 PEER REVIEW WORKSHOP

WEEK 9

10.19 RESEARCH TECHNIQUES

10.21 INTRODUCTION TO EXPOSITORY WRITING

JOURNAL: TWO THOUGHTS & ONE CITATION

WEEK 10

10.26 RICHARD LONG STONES AND FLIES

10.28 ROBERT SMITHSON LAND ARTS

JOURNAL: WHAT ARE SOME DIFFERENCES BETWEEN
THE ART AND PRACTICE OF RICHARD LONG AND ROBERT SMITHSON?

WEEK 11

11.2 MINIMALISM HISTORY

11.4 LAND ARTS HISTORY

** “JOHN WESLEY”, DONALD JUDD

** IT’S HARD TO FIND A GOOD LAMP, DONALD JUDD

EXPOSITORY ESSAY DUE _____

WEEK 12

11.9 WORKSHOP ESSAY

11.11 ON QUESTIONS, AND FORMS OF CREATIVE WRITING

JOURNAL: IN CLASS RESPOND TO THREE QUESTIONS FREE WRITE

WEEK 13

11.16 WRITING IN MODERN ART

11.18 TEXT IN RELATION AND TEXT AS DESCRIPTION

WEEK 14

11.23 TBD by class

11.25 TBD by class

*** JOURNALS DUE

WEEK 15

11.30 RELATION OF VALUE AND ART IN ESSAY

12.2 CORE POST ASSESSMENT

WEEK 16

Final exam :: TBD BY SRSU