

Dr. Francine K. Richter

English 1302:004 Composition

12:30 p. m. -1:45 p. m. TR MAB 207

E-Mail: frichter@sulross.edu

Phone: (830) 275-8712

Office: MAB 112A

OFFICE HOURS: FALL 2014

MONDAY/WEDNESDAY

10:00 a.m.--2:00 p.m.

3:15 p.m.—4:00 p.m.

TUESDAY/THURSDAY

11:00 a.m.—12:30 p.m.

1:45 p.m.--4:00 p.m.

FRIDAY

10:00 a.m.—2:00 p.m. and by appointment

"Statistically, the probability of any one of us being here is so small that the mere fact of our existence should keep us all in a state of contented dazzlement." Lewis Thomas

SYLLABUS

I will only answer email that has the course name and number ONLY in the Subject line (i.e., English 1302:004). SIGN YOUR EMAILS TO ME WITH YOUR FULL NAME. I will not answer anonymous emails.

TEXT: The Norton Field Guide to Writing 3E

Richard Bullock

W. W. Norton & Company

ISBN: 978-0-393-91956-1

See helpful articles on the "Course Documents" page and on the "Course Information" page.

GUIDELINES: Because all of your work will be checked for plagiarism by "Safe Assign," it is imperative that you adhere to the following guidelines. If you want to receive credit, you MUST comply with rules concerning how you turn your work in AND the times your work is due.

COURSE REQUIREMENTS:

- Students must cite all information and use quotation marks in their essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from somewhere; they come from some source. If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.
- Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you.
- Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.
- Students must not use any material to support their claims in papers and essays that are not accessed through academic library sources. Go to the Sul Ross State University web site and click on "library" on the "quick links" to go to the Bryan Wildenthal Library in Alpine. Click on "Internet Resources" and then "Literary Web," where you will find all the material you can use for English courses. This is, of course, not the only way to use the available academic resources. Click on "Search for Online Articles and Books." Here, you will have the opportunity to choose such items as "Films on Demand" and "Gale Group," which offers information on authors and literary criticism. Alternately, you can click on "Literary Reference Center" for literary criticism and author information.
- Students must sign their full names to emails and must not address the professor as "u" in emails.
- There must be nothing whatsoever in the "Subject" line of emails except the course name and number, i.e. English 1302:004.

- I will not respond to emails asking me questions whose answers are readily available on the Syllabus. Students ERRONEOUSLY believe that this approach is faster than reading the material available to them.

- Do not ask me what your grade is during the course. Look at the "points possible" on all of the work and decide for yourself if you are likely to fail.

SUBMITTING WORK:

1. Type all work using ONLY Arial, 12-point font.
2. Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.
3. Always give your work an interesting, original title.
4. I cannot give credit for late work.
5. Submit all REVISED work at once (on one document only) with Writing Rubric and marked-up essay under Assignments.
6. Always use MLA headings and headers on your work and no cover sheets
7. Submit your work as YOUR NAME ONLY.

USE SPELL CHECK AND GRAMMAR CHECK! POINTS WILL BE DEDUCTED IF YOU DO NOT. NO EXCEPTIONS.

GRADES: There will be regular quizzes over the reading assignments in The Norton Field Guide to Writing. There are regular essays due on Thursdays.

RESEARCH PAPERS ARE DUE BEFORE CLASS MEETS ON OCTOBER 21.

Grading Policy:

Oral Presentations: When this is a physical course, each of you will give an oral presentation, working with one to two other people. These presentations should last 30-45 minutes and should address some aspect of the assigned work that is relevant to class content. Presentations can take any form you'd like; however, keep in mind that I do expect you to do research for this presentation and the presentation should demonstrate your ability to understand literary theory and analysis. Think about music, video clips, and other activities that will complement but not overwhelm your presentation of research and analysis.

You should email me at least one week before the presentation date in order to discuss your plans for the presentation.

Start gathering your library sources for your seven-ten page RESEARCH paper. Submit your approved topic and at least five sources in MLA style (you can find this on the Library site) with your MLA heading. (10 points)

COMMUNICATION: Email the entire class when you have a question, and I will email everyone with the answer. This keeps thirty students (who think they are the only one) from emailing with the same question and receiving the same answer one at a time. I answer e-mail every morning and usually several times during the day and night. I will answer email that has ONLY the course name and number in the Subject line (i.e. English 1302:004) and is signed with a first and last name. When this is a physical class, expect to stay the entire class time the first day or night and every day or night of class after that.

TEACHING THEORY, DESIDERATUM, AND PRACTICAL APPLICATION

What is the highest good for all concerned?

The course design and construction integrate all components of the English language. The student will read, write, listen, speak, view, and represent his or her learning experiences through continuous assessment in these areas.

Each student will be guided through the processes of learning and reading and will be able to apply these learned processes in individual, self-guided study as well as group discussion and individual media presentation. The processes will begin with word recognition (brought to the attention of the student by the professor), comprehension assessed through discussion and writing, use of imaginative skills in recreating texts in the mind, and creating meaning through reflection and discourse. The student will apply this learning to his or her own writing, discussion, creativity, presentations, and experiences.

The student will also learn to associate each moment of learning with other learning (association) and refer to those experiences while reading, writing, listening, speaking, viewing, and representing his or her knowledge.

The student will be engaged with an extensive body of literature and literary genres and have opportunities to read diverse types of literature. The student will be exposed to literature as a source for exploring and interpreting human experiences. This should be evident in each form of assessment the student completes.

Writing will be approached as a recursive, developmental, integrative, and ongoing process as students are guided to become more competent writers. Writing at the end of the course should demonstrate both a knowledge of the process and effort to apply it in individual work.

Students will be asked to demonstrate their writing and learning through the use of different technologies, and therefore different audiences and purposes. Through the use of new research techniques, the internet, and technology available in the classroom, the student will perform English language skills in a variety of forms and contexts.

In many learning experiences throughout the course, the student will be exposed to the structure and history of the English language and be encouraged to develop related knowledge and skills in meaningful contexts. The student will be asked to recognize the organic nature of the English language while also engaging in the other course content.

Assessment will include opportunities to demonstrate effective skills in listening and speaking.

Students will show an improvement in ability to interpret, analyze, and produce visual images and messages in various media. Each student will demonstrate output, product, creativity, and individuality.

Students will learn how to learn, and therefore be encouraged to become lifelong learners.

Rationale

Writing well is the most powerful tool of the literate and professional worlds. Learn to approach writing effectively, and you will expand the range of possibilities in every area of your lives. Knowing writing by doing is the only way to begin to understand how to teach it to others.

Objectives

Upon successful completion to this course, students ought to be able to:

1. describe and assess their own and others' writing thoroughly and astutely
2. recognize the structures of writing at all levels (sentence, paragraph, whole piece)
3. incorporate formal and informal research into their writing more fluently
4. apply a rich variety of writing and thinking processes to their writing tasks;
5. produce more effective writing than ever before;
6. gain some knowledge of composition theory and how to apply it
7. approach writing with greater confidence and zest.
8. improve skills in communication in order to succeed in a global society

9. demonstrate a knowledge of the writing process: gathering, organizing, writing, rewriting and publishing

10. write using a variety of styles

11. master the basic techniques for improving the quality of writing

Assessment of Objectives

Speaking and listening appraisals, such as clear and thoughtful communication, discussion and audience communication skills—oral presentations in person or on video when the course is on the Web

Reading evaluation, including insight and engagement, critical thinking and understanding of linguistic and structural presentations—Multiple Answer Quizzes with “Why” questions, which include material from Panoptic lectures and Course Documents Articles/Lectures

Writing assessment, including communication, organization and structure skills—Essays, Semester Paper, and Essay Exams

Evaluation for the ability to relate texts to their social, cultural and historical contexts and literary traditions—Essay Exams

This class is subject to all the policies stated in the Sul Ross Catalog and Student Handbook.

PLAGIARISM:

Plagiarism is defined as representing someone else's words as if they were your own creation.

This can range from submitting a paper written by someone else as if it were your own work to copying words or sentences from someone else without putting them in quotation marks and/or properly citing the source.

Plagiarism can also mean using someone else's ideas without acknowledging that person as the source.

Plagiarism is a serious academic and legal offense.

Penalties for plagiarism can range from a failing grade on the assignment to expulsion from the university.

FOR SUCCESSFULLY COMPLETING THIS CLASS

1. Come to every class well-prepared and ready to work, to share your writing, to talk and to listen. Respond to your classmates' ideas and writing thoughtfully.
2. Read every assignment with pen (or computer) in hand. Write responses.
3. Do your research carefully and enlighten us with your writings.
4. Experiment openly and honestly with the writing techniques presented in the class. Evaluate them fairly and honestly in your process writing.
5. Use what you are learning. Avoid falling back into old habits just because they are familiar.
6. Start working on your essays or papers as soon as the assignment is clarified, but let them evolve as you keep learning. Develop ideas that you think deserve your best attention to writing. Take advantage of the selection and revision in the portfolio both by experimenting early on and daring to do substantial new work as part of revising later on.
7. Throughout the semester, keep part of your attention on preparing a portfolio containing an informative and factual history of your semester's work. This means that you need to keep track of the work you do over the semester.

APPROACH: Rhetorical--emphasizing aims (modes) of discourse or writing purposes

Modes of Discourse:

Analogy

Case Study

Causal Analysis

Comparison and Contrast

Definition

Description

First-Person Perspective

Narration

Process Analysis

Scientific and Technical Report

WEEK ONE: August 26-28

Read pp. 299-311 and pp. 421-431 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Beginning and Ending."

So you would read the parts entitled "Beginning," "Ending," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Developing the Research Plan."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Competence: Knowledge (Discussion, Essays, and Quiz Questions)

Skills Demonstrated

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter

Question Cues:

List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

If you are not using higher order thinking skills for the discussion and writing questions, then you are not comprehending the essay assignment. The simplest learning skills are learning facts and recalling them, while higher order thinking skills include critical thinking, analysis, problem solving, evaluation, and synthesis (creation of new knowledge). This type of learning requires more cognitive processing than other types, such as the learning of facts and concepts from our reading material in The Norton Field Guide to Writing. These are assessed by our multiple answer, multiple-choice, and true/false questions on quizzes.

Competence: Comprehension (Discussion, Essays, and Quiz Questions)

Skills Demonstrated

- understanding information

- grasp meaning
- translate knowledge into new context (e.g., write a poem from an essay)
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences

Question Cues:

Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Competence: Application--students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

Skills Demonstrated

- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge

Questions Cues:

Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Competence: Analysis (Discussion, Essays, and Quiz Questions)

Skills Demonstrated

- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components

Question Cues:

Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Competence: Synthesis (Discussion, Essays, and Quiz Questions)

Skills Demonstrated

- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions

Question Cues:

Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite, what if?

Competence: Evaluation (Discussion, Essays, Semester Paper, and Quiz Questions)

Skills Demonstrated

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity

Question Cues:

Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

WEEK TWO: September 2-4

Read pp. 312-317 and pp. 432-452 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Guiding Your Reader."

So you would read the parts entitled "Titles," "Thesis Statements," "Topic Sentences," and "Transitions."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Finding Sources," which includes material on "Kinds of Sources,"

"Searching Effectively," "Reference Works," "Books/Searching the Library Catalog," "Ebooks/Finding Books Online," "Periodicals/Searching Indexes and Databases," "Images, Sound, and More," "Searching the Web," and "Doing Field Research."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK THREE: September 9-11

Read pp. 318-322 and pp. 453-456 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Analyzing Causes and Effects."

So you would read the parts entitled "Determining Plausible Causes and Effects," "Arguing for Causes or Effects," "Ways of Organizing an Analysis of Causes and Effects," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Evaluating Sources," which includes material on "Considering Whether a Source Might Be Useful" and "Reading Sources with a Critical Eye."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK FOUR: September 16-18

Read pp. 323-341 and pp. 457-461 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Arguing."

So you would read the parts entitled "Reasons for Arguing," "Arguing Logically: Claims, Reasons, and Evidence," "Convincing Readers You're Trustworthy," "Appealing to Readers' Emotions," "Checking for Fallacies," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Synthesizing Ideas," which contains material on

Reading for Patterns and Connections," "Synthesizing Ideas Using Notes," "Synthesizing Information to Support Your Own Ideas," and "Entering the Conversation."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK FIVE: September 23-25

Read pp. 342-347 and pp. 462-474 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Classifying and Dividing."

So you would read the parts entitled "Classifying," "Dividing," "Creating Clear and Distinct Categories," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Quoting, Paraphrasing, and Summarizing," which has material on "Taking Notes," "Quoting," "Paraphrasing," "Summarizing," and "Introducing Source Materials Using Signal Phrases."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK SIX: September 30-October 2

Read pp. 348-355 and pp. 475-479 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Comparing and Contrasting."

So you would read the parts entitled "Two Ways of Comparing and Contrasting," "Using Graphs and Images to Present Comparisons," "Using Figurative Language to Make Comparisons," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Acknowledging Sources, Avoiding Plagiarism" which includes material on "Acknowledging Sources" and "Avoiding Plagiarism."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK SEVEN: October 7-9

Read pp. 356-366 and pp. 480-482 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Defining."

So you would read the parts entitled "Formal Definitions," "Extended Definitions," "Stipulative Definitions," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Documentation," which includes material on "Understanding Documentation Styles" and "MLA."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK EIGHT: October 14-16

Read pp. 367-375 and pp. 484-494 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Describing."

So you would read the parts entitled "Detail," "Objectivity and Subjectivity," "Vantage Point," "Dominant Impression," "Organizing Descriptions," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "MLA Style," which includes material on "In-Text Documentation," and "List of Works Cited."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

RESEARCH PAPERS ARE DUE BEFORE CLASS MEETS ON OCTOBER 21.

WEEK TEN: October 21-23

ORAL PRESENTATIONS of Research Papers

Read pp. 376-381 and pp. 495-505 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Dialogue."

So you would read the parts entitled "Why Add Dialogue?," "Integrating Dialogue into Your Writing," "Interviews," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Important Details for Citing Print Books."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK ELEVEN: October 28-30

ORAL PRESENTATIONS of Research Papers

Read pp. 382-386 and pp. 506-516 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Explaining Processes."

Read the parts entitled "Explaining a Process Clearly," "Explaining How Something Is Done," "Explaining How to Do Something," "Explaining a Process Visually," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "MLA Style."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation.

WEEK TWELVE: November 4-6

Read pp. 387-395 and pp. 517-527 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Narrating."

Read the parts entitled "Sequencing," "Including Pertinent Detail," "Opening and Closing with Narratives," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "MLA Style."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation, along with in-class essays.

WEEK THIRTEEN: November 11-13

Read pp. 396-413 and pp. 528-532 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Reading Strategies."

So you would read the parts entitled "Taking Stock of Your Reading," "Reading Strategically," "Preparing to Read," "Previewing a Text," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "MLA Style."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation, along with in-class essays.

WEEK FOURTEEN: November 18-20

Read pp. 414-418 in The Norton Field Guide to Writing.

For Thursday, that means the orange Part Four "Strategies," Section "Taking Essay Exams."

So you would read the parts entitled "Considering the Rhetorical Situation," "Analyzing Essay Questions," and "Some Guidelines for Taking Essay Exams."

There will be a twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz over this reading assignment on Thursday.

Assessment: The quiz on will be over the articles assigned in The Norton Field Guide to Writing.

Knowledge: Reading assignment

Application: Students will apply processes learned in class in individual, self-guided study as well as group discussion and individual media presentation, along with in-class essays.

November 26-28, Wednesday-Friday

Thanksgiving Day holiday (Begins after the last scheduled class meets on Tuesday, November 25)

WEEK FIFTEEN: November 25

Review for Final Exam (on Tuesday, December 9)

December 3, Wednesday Last class day before finals

December 4 and 5, Thursday-Friday Dead Days

December 8-11, Monday-Thursday Final Exams

December 13, Saturday Fall Commencement, Pete P. Gallego Center, 10 a.m.

Final Exam Essays

Choose two topics from those listed on the Assignments page and develop coherent, lively, informative essays on them.

Use MLA style and write a minimum of 500 words for each essay. Quote from the textbook. Give examples.

When this is a physical course, TEN POINTS WILL BE TAKEN OFF THE FINAL GRADE FOR EACH ABSENCE. IF YOU ARE NOT PRESENT FOR THE END OF

CLASS, YOU WERE NOT PRESENT FOR THE BEGINNING. UPON YOUR THIRD ABSENCE IN A THREE-HOUR CLASS, YOU WILL BE DROPPED FROM THE CLASS. THREE LATE ARRIVALS EQUAL ONE ABSENCE. THERE WILL BE A "LATE ATTENDANCE" SHEET FOR THOSE ARRIVING LATE.

Competence: Knowledge (for In-Class Discussion and Quiz Questions)

Skills Demonstrated

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter

Question Cues:

list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Competence: Comprehension (for In-Class Discussion and Quiz Questions)

Skills Demonstrated

- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences

Question Cues:

summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Competence: Application (for In-Class Discussion and Quiz Questions)

Skills Demonstrated

- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge

Questions Cues:

apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Competence: Analysis (for In-Class Discussion and Quiz Questions)

Skills Demonstrated

- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components

Question Cues:

analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, infer

Competence: Synthesis (for In-Class Discussion and Quiz Questions)

Skills Demonstrated

- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions

Question Cues:

combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite, what if?

Competence: Evaluation (for In-Class Discussion and Quiz Questions)

Skills Demonstrated

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity

Question Cues:

assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Learning Outcomes

The student should understand

The structure and development of the English language

Writing as a recursive, developmental, integrative, and ongoing process

The role of form in constructing and communicating meaning for particular audiences

The expressive dimension of language

How to organize, revise, and edit writing to achieve a clear and forceful presentation of ideas

Literary analysis, including interpretation of prose and poetry and recognition of conventions and genres, allusions and references, meaning and tone, and literary techniques

Literary history, including knowledge of chronology and periodization, literary movements, and cultural and intellectual history

Identification of author or work

Literary theory, including knowledge of literary criticism and contemporary theoretical approaches

Critical thinking and reasoning ability

Assessment

Texas Examination of Education

Standards (TExES)--English

Language Arts and Reading

Analysis of student portfolio

containing samples of expository, analytical, creative, and research-based writing

College Assessment of Academic

Proficiency

Collegiate Learning Assessment

Measure: Percentage of bachelor's English graduates who are employed, in graduate school, or both within six months after graduation as identified by the Texas Higher Education Coordinating Board

Measure Target: 80% of graduates will be employed, in graduate school or both

Measure Result: 82% of bachelor's English graduates were identified (2007-2008 cohort, latest results) as being employed, in school, or both

Use of Result Data are for Texas only; graduates working or enrolled out-of-state will not appear and are counted as being unemployed or not in school

Departmental follow-up to track graduates has been instituted.

Program Outcome

What you expect the student to learn

in terms of skills, delivered assessed--These may include an assessments of results, behaviors, knowledge, values. rubrics, or an examination occur, or a panel of judges, or some sort of standardized test. If it's a licensure or state exam, then show what within it relates directly to the outcome

Results (date):

Actions (date):

Second-Cycle Results (date):

Program Outcomes

Program Outcome

Performance Criteria Strategies

Assessment

Source of Assessment

Time of data Assessment Evaluation of

Methods collection Coordinator Results

Results (date):

Actions (date):

English Program Learning Outcomes

The graduating student in English will demonstrate that he/she can:

1. Construct essays that demonstrate clear topic/thesis, development, organization, and appropriate language
2. Produce research projects that employ and integrate a variety of academic sources which are correctly documented
3. Recognize major authors, works, and historical and cultural contexts of world, English, and American literature
4. Analyze literary works to develop ideas relevant to culture and relationships in personal and civic experiences
5. Deliver effective oral presentations.

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203