

Dr. Francine K. Richter

English 3312

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Sul Ross State University

MAB 112A

Alpine, Texas

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

I will only answer email that has the course name and number ONLY in the Subject line (i.e., English 3312). SIGN YOUR EMAILS TO ME WITH YOUR FULL NAME. I will not answer anonymous emails.

Educator Standards for English Language Arts & Reading

English Language Arts and Reading 7—12 Standard VIII

English language arts teachers in grades 7—12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Assessment:

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.

### English Language Arts and Reading 7—12 Standard VI

English language arts teachers in grades 7—12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Assessment:

Write Rhetorical Essays--that is, emphasizing the aims (modes) of discourse or writing purposes: Reflecting, Reporting, Explaining, Arguing--explained on pp. 16-31 of Fields of Reading 10e

Modes of Discourse Categories (on pp. 726-727):

Analogy

Case Study

Causal Analysis

Comparison and Contrast

Definition

Description

First-Person Perspective

Narration

Process Analysis

Scientific and Technical Report

Multiple Answer, Multiple Choice and True/False Quiz over Modes of Discourse Categories.

### English Language Arts and Reading 7—12 Standard V

English language arts teachers in grades 7—12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

#### Assessment:

Students will submit all REVISED essays at once (on one document only) with Writing Rubric and complete the Writing Center tutor's suggestions for improvements on the Assignments page.

Multiple Answer, Multiple Choice and True/False Quiz over the idea that writing is a recursive, developmental, integrative and ongoing process.

### English Language Arts and Reading 7—12 Standard IV

English language arts teachers in grades 7—12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

#### Assessment:

Read all of the Rhetorical Essays assigned--that is, those emphasizing the aims (modes) of discourse or writing purposes: Reflecting, Reporting, Explaining, Arguing--explained on pp. 16-31 of Fields of Reading 10e

Multiple Answer, Multiple Choice and True/False Quizzes over all of the Rhetorical Essays assigned.

Read "Mystery" chapter on the Course Documents page. Read various long poems, short stories, novellas, and essays to find one that especially speaks to you for your seven-ten page Semester paper. Get the literary work you chose approved by me. Start gathering your library sources on your chosen work.

### English Language Arts and Reading 7—12 Standard III

English language arts teachers in grades 7—12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

#### Assessment:

Class Discussion or Panopto Lecture on the idea that nonliterary texts are thin on metaphor and symbolism, and these texts want to tell a story and to entertain. The

thematic elements and issues are simple and easily identifiable, if there are themes rather than simple morals. Chronology is true to life with a few flashbacks for providing backstory if needed. Action and events outweigh character development and psychological depth. Therefore, the reading skills and strategies needed are different from those of literary texts.

Write an essay in which you discuss reading skills and strategies for various nonliterary texts and how you would teach your students to apply these skills and strategies.

## SYLLABUS

TEXT: Fields of Reading: Motives for Writing 10e by Nancy R. Comley, et. al.

Bedford/St. Martin's

ISBN 978-1-4576-0891-9

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

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. You can go to the Sul Ross State University web site and 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 3312.

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 complete the Writing Center tutor's suggestions for improvements on the Assignments page.
6. Always use MLA headings and headers on your work and no cover sheets
7. Submit your work as YOUR NAME.
8. The four essays are a MINIMUM of 1,000 words each.

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

GRADES: There will be twelve quizzes (open from 4:00 p.m. to 4:30 p.m. on SUNDAYS only) over the articles in Fields of Reading. There are four essays (due by 4:00 p.m. on SUNDAYS). The ANALYTICAL Semester Paper ("Mystory") is due by 4:00 p.m. on Sunday, November 30.

Grading Policy:

Four Essays: 100 points each

Twelve Quizzes: 50 points each

Semester Paper: 100 points

Final Exam: 100 points

Grading Scale:

A 1080-1200

B 959-1079

C 838-958

D 757-877

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.

Read "Mystory" chapter on the "Course Documents" page. Read various long poems and short stories to find one that especially speaks to you for your seven-ten page Semester paper. Get your chosen work approved by me. Start gathering your library sources on your chosen poem or short story for your paper. Submit your approved chosen work and at least five sources in MLA style (you can find this on the Bryan Wildenthal Library site) with your MLA heading and header. (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 3312) 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 SRSU 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 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: Reflecting, Reporting, Explaining, Arguing--explained on pp. 16-31 of Fields of Reading 10e

Modes of Discourse Categories (on pp. 726-727):

Analogy

Case Study

Causal Analysis

Comparison and Contrast

Definition

Description

First-Person Perspective

Narration

Process Analysis

Scientific and Technical Report

WEEK ONE: AUGUST 24-31

Read pp. 2-54 in Fields of Reading 10e.

Twenty-five question (Multiple Answer, Multiple Choice and True/False) Quiz over pp. 2-54 at 4:00 p.m. on Sunday, August 31.

These introductory chapters have an explicit focus on the aims and motives for writing and give students insight into the four writing purposes.

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

When this is a Web course, ESSAYS ARE ALWAYS DUE BY 4:00 p.m. on SUNDAYS. 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 Fields of Reading.

These are assessed by our multiple answer, multiple-choice, and true/false questions on quizzes.

WEEK TWO: August 31-September 7

Assessment: The quiz on will be over the articles assigned in Fields of Reading.

Knowledge: "Reflecting"--Read "Learning to Read and Write" by Frederick Douglass, "The Good Short Life" by Dudley Clendinen, "Trading Stories" by Jhumpa Lahiri, and "Why I Blog" by Andrew Sullivan.

Quiz over this reading assignment is on Sunday at 4:00 p.m. on August 7.

Write an essay in which you discuss reading skills and strategies for various nonliterary texts and how you would teach your students to apply these skills and strategies to enhance their lifelong learning. Consider the following:

The term nonliterary refers to texts that are thin on metaphor and symbolism: these texts want to tell a story and to entertain. The thematic elements and issues are simple and easily identifiable, if there are themes rather than simple morals. Chronology is true to life with a few flashbacks for providing backstory if needed. Action and events outweigh character development and psychological depth.

These distinguishing characteristics are applicable, with variations, to fiction and nonfiction. Literary nonfiction may be considered represented by biographies and autobiographies that seek to explore the metaphors and the symbols suggested by real life experience in order to understand universal characteristics of human life. Chronology may be used to explore a wider range of associated events and relationships, while psychological understanding drives the progress and depth of the narrative revealing inner motives, confusion, restlessness, etc. in order to examine the human condition and the driving forces behind success and failure, happiness and sorrow.

See the articles posted on the Course Documents page for reading skills and strategies for various nonliterary texts and how to teach them.

WEEK THREE: September 7-14

Submit your original marked-up "Reflecting" essay with suggestions from the Writing Center, the REVISED essay, and Writing Rubric by 4:00 on Sunday, September 14. Write a paper like the four essays you read in the textbook.

Model your essay on theirs and choose your own topic, but use the structure and style of one of the essays provided in the text.

The textbook explains "Reflecting" essays in depth.

WEEK FOUR: September 14-21

Read "Reporting" Essays "The Long Goodbye" by Amanda Coyne, "Teaching Literature at the County Jail" by Christina Boufis, "Hiroshima" by John Berger, and "Nickel and Dimed: On (Not) Getting By in America" by Barbara Ehrenreich

WEEK FIVE: September 21-28

"Reporting" Reading Quiz on Sunday, September 28 at 4:00 p.m.

Reread pp. 19-23 to correctly write your "Reporting" Essay.

Remember that Reporting depends on a careful gathering of information.

WEEK SIX: September 28-October 5

"Reporting" Essay with Writing Rubric is due by 4:00 on Sunday, February 23

Read "Explaining" Essays "The Cave" by Plato, "What Is It about 20-Somethings?" by Robin Marantz Henig, "The Selfish Gene" by Olivia Judson, and "The Man Who Mistook His Wife for a Hat" by Oliver Sacks

WEEK SEVEN: October 5-12

"Explaining" Quiz on Sunday, October 12 at 4:00 p.m.

Reread pp. 23-26 to correctly write your "Explaining" Essay.

Remember that in the "Explaining" Essay, explanatory writers examine their subjects in terms of some relevant context that will shed light on its origin and development, its nature and design, its elements and functions, its causes and effects, or its meaning and significance.

WEEK EIGHT: October 12-19

"Explaining" Marked-up essay, REVISED essay, and Writing Rubric due by 4:00 p.m. on October 19.

WEEK NINE: October 19-26

Read "Arguing" Essays "Watching TV Makes You Smarter" by Steven Johnson, "If Black English Isn't a Language, Then Tell Me What Is?" by James Baldwin, "How to Tame a Wild Tongue" by Gloria Anzaldua, and "Is God an Accident?" by Paul Bloom

WEEK TEN: October 26-November 2

Reading Quiz over the "Arguing" essays at 4:00 p.m. on November 2

WEEK ELEVEN: November 2-9

"Arguing" Essay due by 4:00 p.m. on Sunday, November 9

Short story or long poem title and academic sources for "Mystory" Semester Paper turned in for approval by 4:00 p.m. on Sunday, November 9

To find scholarly (academic) criticism on your Mystory long poem or short story:

Wildenthal Library Sul Ross State University

<http://www.sulross.edu/library/@sulrosslib>

Go to the Sul Ross Home Page.

Click on the "Academics" tab.

Choose "Library."

Sign in.

Choose "Find Articles in Research Databases."

You will be directed to "Alphabetical List of Databases."

Click on Literature Criticism Online

Literature Criticism Online provides students and researchers with a single place to research and access a vast collection of literary criticism that represents a range of modern and historical views on authors and their works across regions, eras, and genres.

WEEK TWELVE: November 9-16

Write Mystory Semester Paper--seven-ten pages

Analytical "Mystory" papers are written on a short story or a poem that has special meaning for you.

They are one-half literary criticism with sources from an ACADEMIC library ONLY.

The second half is Cultural Criticism about you and why the literary work is significant in your life.

NO AUTHOR BIOGRAPHY.

NO PAPERS FROM ANOTHER COURSE.

Type all work using ONLY Arial, 12-point font.

Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.

Always give your work an interesting, original title.

No credit for late work.

Include a Writing Rubric from the Course Documents page with every essay or paper.

Submit all work at once (on one document only).

Always use MLA headings and headers on your work and no cover sheets.

Save your work as YOUR NAME ONLY.

Critical sources must come ONLY from an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

"Works Cited"

Choose five library sources on your UPPER-LEVEL literary work that has been APPROVED BEFOREHAND and especially speaks to you for your seven-ten page Semester Paper.

NO AUTHOR BIOGRAPHY.

No Guy de Maupassant, Edgar Allan Poe, or Shirley Jackson stories or poems.

Students want to use literature they read as sophomores, but these do not work for this assignment.

Save the "Works Cited" as your name only.

Submit your chosen literary work and at least five secondary ACADEMIC LIBRARY SOURCES ONLY (scholarly criticism) in MLA style.

This assignment is worth ten bonus points.

WEEK THIRTEEN: November 16-23

Submit your Introductory paragraph with thesis statement for your Mystery paper.

Type all work using ONLY Arial, 12-point font.

Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.

Always give your work an interesting, original title.

No credit for late work.

Include a Writing Rubric from the Course Documents page with every essay or paper.

Submit all work at once (on one document only).

Always use MLA headings and headers on your work and no cover sheets

Save your work as YOUR NAME ONLY.

Critical sources must come ONLY from an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPHY.

This assignment is worth ten bonus points

November 26-28, Wednesday-Friday

Thanksgiving Day holiday begins after the last scheduled class meets on Tuesday, November 25.

WEEK FOURTEEN: November 23-30

Mystory Semester Paper--Paragraphs one-three

Type all work using ONLY Arial, 12-point font.

Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.

Always give your work an interesting, original title.

No credit for late work.

Include a Writing Rubric from the Course Documents page with every essay or paper.

Submit all work at once (on one document only).

Always use MLA headings and headers on your work and no cover sheets.

Save your work as YOUR NAME ONLY.

Critical sources must come ONLY from an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPY.

This assignment is worth ten bonus points.

"Mystory" paper due on November 30 before 4:00 p.m.

WEEK FIFTEEN: November 30-December

Our Final Exam is scheduled for Sunday, December 7, at 4:00 p. m.

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:

Final Exam Essays

Choose two topics from those listed below and develop coherent, lively, informative essays on them. Use MLA style and write a minimum of 500 words for each essay. Quote from the text. Give examples.

I. What is Mystery? Why is it needed in both life and writing assignments?

II. What does the rhetorical mode of reflecting mean? Why do literary writers tend to be associated with reflecting? Elaborate on your definition. (see pp. 16-19)

III. What is the interest of the various readings in Fields of Reading in their own right? What issues do they raise that are worth discussing, questioning, or challenging?

IV. How do the selections offered in Fields of Reading help you understand the philosophical and ideological position of their authors?

V. What is the rhetorical mode of reporting and how does it compare and contrast to the other rhetorical three modes? Why do historians tend to be associated with reporting? (see pp. 19-23)

VI. Discuss the rhetorical mode of explaining. Why do scientists tend to be associated with explaining? (see pp. 23-26)

VII. Explain the rhetorical mode of arguing. Why do politicians tend to be associated with arguing? (see pp. 26-30)

NO RETELLING OF STORIES.

Take your two essays to the Writing Center and then REVISE them.

Add the Writing Rubric before submitting them AS ONE DOCUMENT for a grade.

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.

Comp 009- (Writing Conventions)

The teacher understands the conventions of writing in English and provides instructions that help students develop proficiency in applying writing conventions.

Comp 010- (Written Communication)

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support.

For more information about accessing these resources, visit the SRSU website.

Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information.

The procedures for filing a student complaint are included in the Student Handbook.

Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Matching Competencies to Assignments

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 (When this is a physical class, 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

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: