

English 3312, Section 1

Advanced Composition

Spring 2015

Professor: Dr. Rosemary Briseño

Class meets in: MAB 200

Days: M,W

Time: 2- 3:15 pm

Office: MAB 112-B

Office phone: 432-837-8152

Office hours: M,W: 10-12;

TTh, 2-4 & by appointment

Email: rbrisenos@sulross.edu

Course Description

An intensive study of writing techniques useful to the advanced writer. Areas of concentration include grammar, rhetorical strategies, and style. This course further develops your writing skills in expository, persuasive, and research-based assignments. Reading assignments are designed to model rhetorical techniques and approaches to various topics including, but not limited to: identity as it's tempered by media and popular culture. This is a reading and writing intensive course. You are required to keep up with all readings, and attendance is vital to your ultimate success.

Required Textbook(s):

1. *Essentials of Argument* 3rd ed by Nancy V. Wood (ISBN:978-0-205-82702-2)
2. Various other *required* readings and audio/visual material on Blackboard

Required Materials

--One, sturdy, two- pocket folder capable of holding a minimum of three essays, 3-5 pages in length, and a minimum of 2 rough drafts per essay;(NO hard-backed binders)

--Internet access to Blackboard 9 and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via **Blackboard 9**. ***It is your responsibility to check Blackboard 9 and your email frequently!***

Course Objectives

- Students will analyze, evaluate, and improve the manner in which they incorporate the Writing Process into their own academic writing.
- Students will analyze and integrate a variety of resources (both online and library based) into their writing.
- Students will identify the elements involved in argumentation.
- Students will practice rhetorical analysis.

EC- 6 English Language Arts and Reading Standards Educator Standards

English Language Arts and Reading EC–6 Standard I

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

English Language Arts and Reading EC–6 Standard II

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

English Language Arts and Reading EC–6 Standard IV

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

English Language Arts and Reading EC–6 Standard VI

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC–6 Standard VII

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

English Language Arts and Reading EC–6 Standard X

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

English Language Arts and Reading EC–6 Standard XII

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

Competency 004 (Literacy Development): *The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

The beginning teacher:

- A. Understands and promotes students' development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
- B. Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words and the uses of print, in accordance with the STR.

- C. Selects and uses instructional strategies, materials and activities to assist students in distinguishing letter forms from number forms and text from pictures.
- D. Understands the importance of students being able to differentiate words and spaces, first and last letters, left-right progression, and identification of basic punctuation, in accordance with the STR.
- E. Understands that literacy development occurs in multiple contexts through reading, writing and the use of oral language.
- F. Selects and uses instructional strategies, materials and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality and the relationships between written and spoken words, in accordance with the STR.
- G. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to and independently read literature in various genres and to interact with others about literature.
- H. Selects and uses appropriate instructional strategies to inform students about authors, authors' purposes for writing and author's point of view in a variety of texts.
- I. Selects and uses appropriate technology to teach students strategies for selecting books for independent reading.
- J. Understands how to foster collaboration with families and with other professionals to promote all students' literacy.

Competency 006 (Fluency Reading): *The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

The beginning teacher:

- A. Knows the relationship between reading fluency and comprehension, in accordance with the STR.
- B. Understands that fluency involves rate, accuracy, prosody and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels, in accordance with the STR.
- C. Understands the connection of word identification skills and reading fluency to reading comprehension.

D. Understands differences in students' development of word identification skills and reading fluency and knows instructional practices for meeting students' individual needs in those areas, in accordance with the STR.

E. Selects and uses instructional strategies, materials and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction), in accordance with the STR.

F. Knows how to teach students strategies for selecting books for independent reading, in accordance with the STR.

G. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.

H. Uses strategies to encourage reading for pleasure and lifelong learning

I. Recognizes the interrelationship between reading fluency and the other components of reading, in accordance with the STR.

J. Understands how to foster collaboration with families and with other professionals to promote all students' reading fluency.

Competency 007 (Reading Comprehension and Applications): *The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

The beginning teacher:

A. Understands reading comprehension as an active process of constructing meaning, in accordance with the STR.

B. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background/experience, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts), in accordance with the STR.

C. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details, identifying point-of-view), inferential comprehension (e.g., inferring cause-and-effect relationships, moral lessons and themes, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning, explaining point of view).

D. Provides instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn" (e.g., recognizing different types of texts, understanding text structure, using textual features such as headings and glossaries, appreciating the different purposes for reading) to become self directed, critical readers.

E. Uses various instructional strategies to enhance students' reading comprehension (e.g., linking text content to students' lives and prior knowledge, connecting related ideas across different texts, comparing different versions of the same story, explaining the meaning of common idioms, adages and foreign words and phrases in written English, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).

F. Knows and teaches strategies that facilitate comprehension of different types of text (e.g., literary, expository, multistep directions, procedural) before, during and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).

G. Knows and teaches strategies that facilitate making connections between and across multiple texts (e.g., summarizing and paraphrasing, locating and distinguishing between facts and opinions, and determining whether the text supports or opposes an issue).

H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their reading comprehension, in accordance with the STR.

I. Knows how to provide students with direct, explicit instruction and reinforcing activities to promote the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, recognizing sensory details, re-telling), in accordance with the STR.

J. Selects and uses instructional strategies, materials and activities to guide students' understanding of their own culture and the cultures of others through reading, in accordance with the STR.

K. Teaches elements of literary analysis, such as story elements and figurative language, and features of various literary genres, including fables, myths, folktales, legends, drama and poetry.

L. Understands the continuum of reading comprehension skills in the state standards and grade-level expectations for those skills.

M. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.

N. Understands how to foster collaboration with families and with other professionals to promote all students' reading comprehension.

Competency 008 (Vocabulary Development): *The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.*

The beginning teacher:

A. Knows how to provide explicit, systematic instruction and reinforcing activities to help students increase their vocabulary, in accordance with the STR.

B. Knows how to use direct and indirect methods to effectively teach vocabulary, in accordance with the STR.

C. Selects and uses a wide range of instructional materials, strategies and opportunities with rich contextual support for vocabulary development, in accordance with the STR (e.g., literature, expository texts, content-specific texts, magazines, newspapers, trade books, technology).

D. Recognizes the importance of selecting, teaching and modeling a wide range of general and specialized vocabularies.

E. Understands how to assess and monitor students' vocabulary knowledge by providing systematic, age-appropriate instruction and reinforcing activities (e.g., morphemic analysis, etymology, use of graphic organizers, contextual analysis, multiple exposures to a word in various contexts).

F. Provides multiple opportunities to listen to, read and respond to various types of literature and expository texts to promote students' vocabulary development.

Competency 012 (Viewing and Representing): *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.*

The beginning teacher:

A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).

B. Understands and teaches the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.

C. Teaches students to compare and contrast print, visual and electronic media, including the level of formality of each (e.g., email, Web-based news article, blogs).

D. Teaches students to evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings and provides students with opportunities to interpret and evaluate visual images in various media.

E. Knows how to teach students to analyze visual image makers' choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning.

F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments and technology presentations and to use media to compare ideas and points of view.

G. Knows steps and procedures for teaching students to produce visual images and messages with various meanings to communicate with others.

H. Teaches students how to select, organize and produce visuals to complement and extend meanings.

I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium and presentation contribute to the message.

J. Understands how to foster collaboration with families and with other professionals to promote students' development of media literacy.

Competency 013 (Assessment of Developing Literacy): *The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

The beginning teacher:

A. Knows how to select and administer formative and summative assessments and use results to measure literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) and address individual students' needs identified in informal and formal assessments.

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

C. Analyzes students' reading and writing performance and uses the information as a basis for instruction.

D. Knows the state content and performance standards for reading, writing, listening and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and

recognizes when a student needs additional help or intervention to bring the student's performance up to grade level.

E. Knows how to determine students' independent, instructional and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students' selection of independent reading materials.

F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans.

G. Understands the use of writing in assessment of students and provides opportunities for students to self-assess and peer assess writing (e.g., for clarity, interest to audience, comprehensiveness) and ongoing literacy development.

H. Knows how to select, administer and use results from informal and formal assessments of literacy acquisition.

I. Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy acquisition.

J. Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in that area.

K. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students' performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).

L. Analyzes students' errors in applying writing conventions and uses the results of the analysis as a basis for future instruction.

M. Selects and uses a variety of formal and informal procedures for monitoring students' reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

N. Understands how to foster collaboration with families and how to communicate students' progress and for ongoing literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students' work.

SPECIAL NOTE: This course is theme-based and the principle ideology supporting the Course Learning Outcomes is identity, which includes: race, class, ethnicity, gender, and disability. We will be discussing topics of interest which some students might find difficult to discuss, argue, and assess. Students might find some of the material we will discuss in this class as offensive, politically (in)correct, or which otherwise goes against and/or challenges their personal, religious, and political belief systems. This course tests students' abilities in the application of rhetoric, argument, and exposition against controversial subject matter, NOT whether or not you agree with the ideas in the rhetorical and visual texts to which you'll be exposed. You will be graded on how well you apply and illustrate mastery of the five Course Learning Outcomes, which engage various critical, rhetorical, argumentative, and composition skills, a practice the University has set as a department-wide, assessment standard—*whether you agree with thematic material or not.*

Course Policies

Absences

Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for material covered in class, *whether you are present or not.* Note that in-class work cannot be made up.

Explained Absences

These absences fall under university-sponsored activities (clubs, athletics, student government, etc). It is your responsibility to notify me before you will be absent, and to make arrangements to make up any assignment. You must notify me **BEFORE** you will be absent from class, not after.

Work must be turned in BEFORE student is absent.

Excused Absences

These are reserved for serious cases of illness or personal/family injury and/or emergencies only, and are given at the **professor's discretion**. *Makeup work allowed only if student notifies professor ahead of time* (a reasonable amount of time, not just prior to when class begins); student is solely responsible to complete/turn in assignment(s) within one week of absence.

Unexcused Absences

The student did not attend class due to negligence. Any work assigned/due earns "0" points. No makeup/late work allowed.

Excessive Absence Policy

--In a **MWF** course, you will earn a grade of "F", if you have **9 TOTAL absences**, which includes explained, excused, and unexcused absences.

--In a **TTh** course, you will earn a grade of "F", if you have **6 TOTAL absences**, which includes explained, excused, and unexcused absences.

Tardies

Students are expected to arrive to class on time and to stay for the entire class period. *Tardiness indicates an ill- preparedness and is rude and disruptive to both the instructor and students.*

Excessive tardiness will result in the following:

Two (2) instances of tardiness equal an unexcused absence. If you are 15 minutes late, you will be counted as “unexcused absent.” If a quiz (or any assignment) is turned in or administered at the beginning of class and you are tardy, you earn a “0,” since these assignments are usually administered at the beginning of class; these cannot be made up.

Classroom Decorum

In respecting others opinions, we will cultivate a classroom environment that fosters communal learning. Accordingly, please turn off any electronic devices such as cell phones, laptops, etc.

DO NOT text during class, or surf the web while you are in class. If you are continually asked to turn off your electronic devices, you will be asked to leave; you will not get credit for that class day’s activities.

Student preparation

You must come to class prepared each class day, which is defined as....

- come to each class meeting
- bring your books
- read assignments *before* coming to class. Keeping up with the reading schedule is absolutely vital to your success in this course. If you do not consider the reading schedule a priority, your grade will suffer because quizzes, class lectures, and major papers, revolve around the reading schedule
- do not leave class early (use a personal/sick day, if you must leave early)
- do not arrive late
- turn in assignments by the due dates
- check your email/ Blackboard Announcements on a **daily** basis
- bring in required handouts
- participate respectfully in class. Your input, thoughts, and ideas relative to course readings and other course materials, are an important part of this course during class discussion and peer review sessions
- DO NOT interfere with others’ ability to learn; this means, you cannot monopolize the classroom conversation, rudely interrupt others, shame or intimidate others, or otherwise prohibit or interrupt the learning process with disrespectful and/or disruptive behavior. If you continually interrupt/disrupt class, you will be asked to leave, and you will earn “0” points for anything assigned that day.

Time Management

For each hour of class, you should anticipate doing about two hours of work outside of class, including a considerable amount of reading for this course. Since writing and thinking is a process, dedicate some time each day to this course. You will be given at least one week’s notice before each essay is due. I expect you to plan time each day to complete the work for this course.

Makeup Work

In the case of an Explained or Excused Absence ONLY: it is your responsibility to turn in your work on or before the deadline. If the assignment is not turned in by the deadline, make makeup work will not be accepted.

Makeup Work Policy

To turn in makeup work in the case of explained or excused absences, you must follow these procedures:

- 1) Notify me ahead of time when you will be absent.
- 2) Make arrangements with me to turn in your work before the deadline OR make arrangements to makeup assignments (quizzes, exams, homework, etc).
- 3) You have ONE WEEK from the day you will be absent from class to make up any assignment you miss. If you do not complete/turn in a missed assignment by the revised due date, make up work will not be accepted.

Late Work

No late work will be accepted. **All assignments are due on or before the deadline**. If you know you will be absent, it is your responsibility to turn in your work by the deadline (see Makeup Work Policy above). You may turn in your work early or have a friend/roommate/family member/carrier pigeon, etc., turn in your work for you.

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Please see page 82 in the SRSU Student Handbook: for complete information.

http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf

Plagiarism Policy

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Please see page 82 in the SRSU Student Handbook: for complete information.

http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf

1. "Cheating" includes:

- a. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.

- b. Using, during a test, materials not authorized by the person giving the test.
- c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- d. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- e. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- f. Bribing another person to obtain an unadministered test or information about an unadministered test.
- g. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- h. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
- i. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
- j. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
- k. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Plagiarism Policy

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations. Instances of plagiarism, such as submitting an essay with sentences or passages cut and pasted from an online source, or a paper obtained from an online "paper mill," students in this course will automatically fail the assignment, receive a final grade of F, and be recommended for dismissal from the university. There is no excuse for serious plagiarism. I will also regard unattributed citations – verbatim copying of another's person's work without some indication of the source – as a serious form of plagiarism. In other words, don't insert any text in a paper that is not your own without also noting the source. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. *It's your responsibility to comply with principles of academic honesty; it's my responsibility to see that every student receives a fair and accurate grade.* **Here is my policy on plagiarism for this course:**

<p>The <i>first offense</i> of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The <i>second offense</i>, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.</p>

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 Mary Schwartz in Counseling and Accessibility Services, Ferguson Hall, Room 113C. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8399. FAX: 432-837-8363. Email: mschwartz@sulross.edu

Grade Meaning

A 90-100: Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade : points per credit hour)

B 80-89: Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)

hoC 70-79: Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)

D 60-69: Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)

F 50-59: Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

Incomplete grade (I):The grade of "I" is given by the instructor upon consultation with the student.

The work to be completed and deadline for completion must be specified on the grade report to the Director of Records and Registration. A student may have a maximum of one academic year in which to remove an I during which time the "I" will not be calculated in the student's grade point average. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and will be calculated in the student's grade point average for the semester in which the "I" was given. Normally, an incomplete grade will be awarded only for situations such as illness, family emergencies, or unusual circumstances which prevent a student from completing a course in a semester or summer term. Incomplete grades must be removed prior to graduation.

Withdrawal grade (W): The grade of "W" is given for courses dropped after the 12th/4th class days through the last day to drop a course with a "W" as published in the University's calendar. Students who wait until the published deadline must have complied with the class attendance policy of this catalog. An instructor is not obligated to recommend a "W" for a class if excessive absences have occurred. Students will not be permitted to drop a course or withdraw from the University after the published deadline.

Student Resources

For assistance with MAJOR ESSAYS: The Sul Ross State University Writing Center is here to help students improve on their writing skills to ensure success. They are available to all students for any and all of their classes in which they must turn papers into their professors. The Writing Center is also available to assist you with submitting documents and homework to Blackboard 9. Contact them by phone at 837-8270, by e-mail at writing@sulross.edu, or by visiting the Writing

Center in MAB102. You are also strongly encouraged to visit me during office hours to discuss your essay (or any aspect of this course).

For Assistance with BLACKBOARD 9 and other TECHNICAL ISSUES: Call Lobo Technology Assistance Center (LTAC) at 432-837-8888 (x8888) or toll Free at 1-888-837-2882. Or stop by BAB 101 anytime during regular hours for in-person help desk services: Monday through Friday 7:30 am to 7:30 pm in BAB 101.

For assistance in KEEPING UP TO DATE: After each class meeting, I summarize what we did as well as restate any homework assigned that day on Blackboard under Announcements. I also send an email with the same information. Checking Bb is IMPERATIVE to your success in keeping up with the class.

For assistance with any aspect of the course: You are most welcome to visit me during office hours to discuss any aspect of the course. These days and times are set aside for student use. Take advantage of them!

Graded Assignments

Quizzes, Assignments, & Journals.....40%

Quizzes will be unannounced, and will usually be given at the beginning of some class periods. They will be based on previously assigned readings and/or class lectures. Sometimes, quizzes will consist of questions that will test your basic knowledge of reading assignments (short answer-questions). Assignments vary; some will be *mini-essays* based on the assigned reading(s) and lecture materials; others consist of various writing exercises. Additionally, you will sometimes summarize lectures as a journal entry after certain class meetings. Journal entries should include a *brief synopsis of information presented in the class that day*. All journal entries must be typed. No handwritten entries will be accepted. I will not print out the journals for you.

Two Major Essays.....50%

You will write 2 major essays, with page requirements ranging from 4 to 6 pages in length, double spaced, in a standard font (12-pt. Times New Roman or 11 pt. Arial). Page requirements do not include the Works Cited page (bibliography). An essay will not be graded until you have revised it at least twice. You have a one-time option of revising one previously graded essay for a maximum of one letter grade (10 pts) above the original assigned grade. To be eligible, an essay up for revision must be turned in on time, not plagiarized, and have at least two comprehensive Rough Drafts.

Student Participation.....10%

On-time attendance, minimal absences, consistent, positive classroom contribution including discussion, regular professor/student contact including email, conferences, and office hours; turning in all work/assignments on time. **A NOTE ABOUT EMAIL:** While email is a great way to communicate, it often lends itself to informality and grammatical misconduct. Students participating in an academic relationship should carefully compose their email messages. Therefore, any email that is not properly addressed, appropriately composed, and free from grammatical/mechanical errors will remain unanswered. Please follow these guidelines when

emailing your professor:

- 1) Include a salutation (Dear Dr. Briseno)
- 2) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 3) Provide your name, class, and section

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management, consistent and on-time and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly. **No extra points, no extra credit work will be assigned, so don't ask.** *You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule whether you are present or not.* You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them. *You will receive the grade you earn, not the grade I "give" you.*

Weekly Schedule

*Subject to change. Weeks not accounted for will be filled with lecture, assignments (including quizzes, in-class work, journals, etc.), and discussion. It is **imperative** that you check Blackboard on a daily basis to ensure you keep up with class goings-on*

Week 1

1/21, 1/23: First week of classes. Discuss syllabus, course procedures

Week 5

2/16, 2/20: **DUE Major Writing Assignment**, with at least 1 rough draft. Digital copy due on same date by 11:59 pm on Bb.

Week 8

3/9, 3/13: Midterm

Week 9

3/16, 3/20: SPRING BREAK

Week 12

4/6, 4/10: **DUE, Major Essay #1** (with a minimum of 2 rough drafts in a 2 pocket folder). Digital copy of final draft only also due by 11:59 pm on Bb. Last day to drop with "W" on Friday, 4/10

Week 16

5/4, 5/6: Last class day; **DUE, Major Essay #2**

END OF SEMESTER