

Dr. Francine K. Richter
English 3312
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Sul Ross State University MAB 112A Alpine, Texas

MY SPRING SCHEDULE: January 20-May 14

English 1302:003 9:00-9:50 a. m.
MAB 200
Office Hours: 10:00-11:00 a. m.
English 1302:005 11:00-11:50 a. m.
MAB 200
Office Hours 12:00-3:00 p. m.
Tuesday/Thursday
Office Hours 10:00 a. m.-2:00 p. m.
English 2328 2:00-3:15 p. m.
MAB 206
Office Hours 3:15-3:30 p. m.

"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

SPRING 2015

Don't be upset by the results you didn't get with the work you did not do.

First class day January 20
Midterm March 10
Spring Break March 16-20
Good Friday April 3
Last class day May 6
Dead Days May 7-8
Final Exams May 11-14

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: Each student will submit a video presentation of the Mystery Composite Semester Paper

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 Student Writing Checklist and complete 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--Students will read the "Mystory" chapter on the Course Documents page. Additionally, they will read various long poems, complex short stories, novellas, and essays to find one that especially speaks to them for their seven-ten page

MYSTORY COMPOSITE Semester paper. Students will submit the possible literary work title component they choose for approval. Next, they will start gathering their library sources on their chosen work. No Mystory Composite Semester Paper will be evaluated without **ALL THE NECESSARY COMPONENT PARTS SUBMITTED BEFOREHAND.**

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 back-story 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 the Bryan Wildenthal Memorial Library. Go to the Sul Ross State University web site and click on "library" on the "quick links" to go to the Bryan Wildenthal Memorial 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 MUST 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. NO CREDIT FOR LATE WORK. START YOUR WORK EARLY IN CASE YOU OR A FAMILY MEMBER BECOMES ILL OR HAS AN ACCIDENT.
5. Complete the Writing Center tutor's suggestions for improvements.

6. Submit all REVISED work at once (on one document only) with the Student Checklist Writing Rubric.

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

8. Submit your work as YOUR NAME.

9. The four essays are a MINIMUM of 1,000 words each.

10. Submit all of your work on the Assignments page.

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. every other SUNDAY after the first week). The ANALYTICAL COMPOSITE Semester Paper ("Mystory") is due by 4:00 p.m. on Sunday, April 19.

Grading Policy:

Four Essays: 100 points each

Twelve Quizzes: 50 points each

Mystory Composite Semester Paper: 200 points

Video Presentation: 100 points

Final Exam: 100 points

Grading Scale:

A 1260-1400

B 1119-1259

C 978-1118

D 837-977

It is a good strategy to discuss your assignments with other students in our class--you might be able to help each other by email if not in person.

Finding a classic short story or long poem is part of the process in this advanced course--**BEGIN NOW!** Talk to the librarian at the Bryan Wildenthal Memorial Library for help and great suggestions.

Ask your peers, relatives, and other professors for the most meaningful long poems or complex short stories they have read or hope to read. Come see me in MAB 112A if you are in Alpine.

You can call me anytime at 432-837-2677 (cell).

Submit the title component of the long poem or short story that you will be using for the **Mystory Paper Composite** for approval as soon as possible. These are the COMPONENTS: **Title, Works Cited, Introductory Paragraph with workable Three-Part Thesis Statement, Paragraphs One-Three, and Analytical Mystory Paper Composite are all part of ONE assignment.**

In order to maintain the integrity of the paper, **no one part can be missing from the composite.**

You must submit ALL of the components to the paper ON TIME AND GET THEM

APPROVED BEFORE YOU CAN MOVE ON TO THE NEXT COMPONENT.

PHYSICALLY drop by or mail me the scholarly, academic, analytical articles (from the Bryan Wildenthal Memorial Library ONLY) that you are going to use in your paper. QUOTATIONS OR PARAPHRASES USED IN YOUR PAPER MUST BE HIGHLIGHTED. These articles and the "Works Cited" page fulfill the WORKS CITED COMPONENT.

The long poem or complex short story needs to relate strongly to your life--likely in a cultural sense.

I have gotten great papers in the past with Stephen Crane's *Red Badge of Courage* usually seen as a "male" text, William Faulkner's "The Bear," and Charlotte Perkins Gillman's "The Yellow Wallpaper," usually approached as a "female" text, as are Kate Chopin's work.

Drown is a collection of short stories by Junot Diaz, and it has many dark, adult themes. There are ten stories--with each one seemingly connected to the next. It is a semi-autobiographical work by Diaz about growing up poor. Diaz was born in the Dominican Republic and later moved to New Jersey. His stories are set in either the Dominican Republic or New Jersey, but always in a bad neighborhood. The work is bilingual as it includes many phrases written in Spanish. Most of these are slang, but any reader can enjoy the work without knowing Spanish.

Ana Castillo wrote several notable works--*So Far from God*, *The Guardians*, and the collection of stories *Loverboys* (about the experience of love in all its many configurations). She describes the great beginnings, sad middles, and bittersweet endings of modern romance between men and women, men and men, and women and women. To ensure your success, I need to approve your title because some long poems and short stories lend themselves better to this project than others.

This assignment is part of the Mystory Paper Composite. **NO MYSTORY PAPER WILL BE GRADED UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED. Read "Mystory" chapter on the "Course Documents" page. Read various long poems and complex short stories to find one that especially speaks to you for your seven-ten MINIMUM page ANALYTICAL COMPOSITE Semester paper. Get your chosen work approved by me. If you do not have the TITLE COMPONENT OF THE COMPOSITE MYSTORY PAPER, YOU WILL NOT RECEIVE A GRADE FOR THE PAPER. Start gathering your library sources on your chosen long poem or complex short story for your paper. Submit your approved chosen work and at least five sources in MLA style (you must find these sources on the Bryan Wildenthal Library site) with your MLA heading and header.**

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: JANUARY 18-25

Read pp. 2-54 in *Fields of Reading* 10e. Work the Study Guide on our Course

Documents page.

Twenty-five question (Multiple Answer, Multiple Choice, and True/False) Quiz over pp. 2-54 at 4:00 p.m. on Sunday, JANUARY 25

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: JANUARY 25-FEBRUARY 1

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

Work the Study Guide on our Course Documents page.

Quiz over this reading assignment is on Sunday at 4:00 p.m. on FEBRUARY 1.

Write an essay (due FEBRUARY 4:00 p. m.) 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 back-story 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: FEBRUARY 1-8

Submit your original, marked-up "Reflecting" essay with suggestions from the Writing Center, tutors, or professional you know, the REVISED essay, and Student Writing Checklist by 4:00 on Sunday, FEBRUARY 8. Write an essay like ONE of the essays you read in the textbook.

Choose your own topic, while adapting the structure and style of ONE of the essays provided in the text.

The textbook explains "Reflecting" essays in depth. Write an essay **MODELED ON ONE** of the four "Reflecting" essays you read in the textbook. Reproduce the structure and style of one of the essays, but choose your own topic, of course.

The textbook explains "Reflecting" essays in depth.

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 Student Checklist from the Course Documents page with every essay or paper.

MAKE SURE YOU HAVE A "FOUR" IN ALL CATEGORIES BEFORE SUBMITTING FOR A GRADE. Submit all documents 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.

Essays are a MINIMUM of 1,000 words each.

Any critical sources consulted or quoted must come ONLY from the Bryan Wildenthal Memorial ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK. **NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN**

EMERGENCY. GET HELP FROM THE WRITING CENTER. IF PLAGIARISM IS DETECTED ON ANY ESSAY, THE ENTIRE COUSE IS FAILED IMMEDIATELY.

WEEK FOUR: FEBRUARY 8-15

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

Work the Study Guide on our Course Documents page. "Reporting" Reading Quiz on Sunday, February 15 at 4:00 p.m. Read the "Chapter Four: The Mystory Paper" article on our Course Documents page. Read the "Mystory Sample Paper" article on our Course Documents page. Submit your chosen complex short story title or the title of a long poem and academic sources for your "Mystory" Composite Semester Paper **for approval** by 4:00 p. m. on Sunday, February 15.

To find scholarly, academic, analytical criticism (you must print out) on your "Mystory" long poem or complex short story:

Bryan Wildenthal Memorial Library at Sul Ross State University in Alpine

<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.

"Works Cited" Choose five library sources on your UPPER-LEVEL literary work that has been APPROVED BEFOREHAND and **especially speak to you** for your seven-ten page Mystory Composite Semester Paper. **Print hard copy, physical articles out for submission with highlighted quotations and paraphrased material.**

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. **Submit the hard copy (physical) scholarly, academic, analytical articles (from the Bryan Wildenthal Memorial Library ONLY) that you are going to use in your MYSTORY paper. QUOTATIONS OR PARAPHRASES USED IN YOUR PAPER MUST BE HIGHLIGHTED.** These

articles and the "Works Cited" page fulfill the WORKS CITED COMPONENT. NO MYSTORY PAPER COMPOSITE WILL BE GRADED UNLESS ALL OF ITS COMPONENT PARTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND. Type all work using ONLY Arial 12-point font.

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

No credit for late work. Submit all documents 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.

USE SPELL CHECK AND GRAMMAR CHECK. **NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY. GET HELP FROM THE WRITING CENTER. IF PLAGIARISM IS DETECTED ON ANY ESSAY, THE ENTIRE COUSE IS FAILED IMMEDIATELY.**

WEEK FIVE: February 15-22

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

Remember that Reporting depends on a careful gathering of information. "Reporting" Essay with Student Checklist Writing Rubric is due by 4:00 on Sunday, February 22

WEEK SIX: February 22-March 1

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

Work the Study Guide on our Course Documents page.

"Explaining" Quiz on Sunday, at 4:00 p.m. on March 1

Submit your **INTRODUCTORY PARAGRAPH COMPONENT** with **WORKABLE THREE-PART THESIS STATEMENT** for your "Mystory" COMPOSITE SEMESTER paper before 4:00 p. m. on March 1.

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 Student Checklist Writing Rubric from the Course Documents page with every essay or paper. Make sure you have at least a score of "four" for each category. 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 the Bryan Wildenthal Memorial ACADEMIC

LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPHY. NO MYSTORY PAPER COMPOSITE WILL BE GRADED UNLESS ALL OF ITS COMPONENT PARTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND. THIS ASSIGNMENT IS ONLY ONE COMPONENT OF THE MYSTORY PAPER COMPOSITE. NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY. GET HELP FROM THE WRITING CENTER. IF PLAGIARISM IS DETECTED ON ANY WRITING ASSIGNMENT, THE ENTIRE COUSE IS FAILED IMMEDIATELY.

WEEK SEVEN: March 1-8

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.

"Explaining" Marked-up essay, REVISED essay, and Student Writing Checklist due by 4:00 p.m. on March 8

WEEK EIGHT: March 8-15

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. Work the Study Guide on our Course Documents page. Reading Quiz over the "Arguing" essays at 4:00 p. m. on March 15

WEEK NINE: March 15-22

SPRING BREAK: March 16-20

WEEK TEN: March 22-29

"Arguing" Essay due by 4:00 p.m. on Sunday, March 29 Write a paper **MODELED ON ONE** of the four "Arguing" essays you read in the textbook.

Compose your essay like it and choose your own topic, but use the structure and style of the essay provided in the text.

The textbook explains "Arguing" essays in depth. 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 Student Checklist from the Course Documents page with every essay or paper. **MAKE SURE YOU HAVE A "FOUR" IN ALL THE CATEGORIES BEFORE SUBMITTING YOUR WORK FOR A GRADE.** 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.

Essays are a MINIMUM of 1,000 words each.

Critical sources must come ONLY from the Bryan Wildenthal Memorial ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK. **NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY. GET HELP FROM THE WRITING CENTER. IF PLAGIARISM IS DETECTED ON ANY ESSAY, THE ENTIRE COURSE IS FAILED IMMEDIATELY.**

WEEK ELEVEN: March 29-April 5

For Sunday, APRIL 5 before 4:00 p. m., submit a total of three paragraphs of your Mystory Paper Composite.

This means the Introductory Paragraph (with THREE-PART THESIS STATEMENT) and two body paragraphs. 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 Student Checklist from the Course Documents page with every essay or paper. **MAKE SURE YOU HAVE A "FOUR" IN ALL CATEGORIES BEFORE SUBMITTING FOR A GRADE.**

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

Save your work as YOUR NAME.

Critical sources must come ONLY from the Bryan Wildenthal Memorial ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPY. This assignment is ONLY ONE COMPONENT of the **Mystory Analytical Semester Paper Composite. NO MYSTORY PAPER WILL BE GRADED UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED. NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY.GET HELP FROM THE WRITING CENTER.IF PLAGIARISM IS DETECTED ON ANY COMPONENT OF THE MYSTORY ANALYTICAL COMPOSITE PAPER, THE ENTIRE PAPER IS FAILED.**

WEEK TWELVE: April 5-12

"Mystory" paper due April 12 before 4:00 p.m.

Write your complete "Mystory" Composite Semester Paper--seven-ten pages

Analytical "Mystory" papers are written on a COMPLEX short story or a long 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 STUDENT CHECKLIST 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 MYSTORY PAPER COMPOSITE WILL BE GRADED UNLESS ALL OF ITS COMPONENT PARTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND. THIS ASSIGNMENT IS ONLY ONE COMPONENT OF THE MYSTORY PAPER COMPOSITE. NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY. GET HELP FROM THE WRITING CENTER. IF PLAGIARISM IS DETECTED ON ANY WRITING ASSIGNMENT, THE ENTIRE COUSE IS FAILED IMMEDIATELY.

WEEK THIRTEEN: April 12-19

Study the material and begin writing essays for Final Exam **NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY. GET HELP FROM THE WRITING CENTER. IF PLAGIARISM IS DETECTED ON ANY WRITING ASSIGNMENT, THE ENTIRE COUSE IS FAILED IMMEDIATELY.**

WEEK

FOURTEEN:

Continue studying the material and writing essays for Final Exam

NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY.

GET HELP FROM THE WRITING CENTER.

IF PLAGIARISM IS DETECTED ON ANY WRITING ASSIGNMENT, THE ENTIRE COUSE IS FAILED IMMEDIATELY.

WEEK FIFTEEN:

Our Final Exam is scheduled for Sunday, May 11, at 4:00 p. m. Fall Commencement, Pete P. Gallego Center, 10:00 a. m. on Saturday, May 16

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 Mystory? 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 Student Checklist 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, 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.