

Dr. Francine K. Richter

English 1302:007 Composition

E-Mail: frichter@sulross.edu

Phone: (432) 386-2677 (Cell)

(830) 837-8667 (Office)

Office: MAB 112A

English 1302:007 Composition II 9:30-10:45 TR MAB 200

OFFICE HOURS

MONDAY/WEDNESDAY

9:00 a. m.--11:00 a. m.

12:30 p. m.--2:00 p. m.

TUESDAY/THURSDAY

11:00 a.m.—12:00 p. m.

1:00 p.m.—3:00 p. m.

TEACHING SCHEDULE

English 1302:005 Composition II 11:00--12:15 MW MAB 203

English 1302:007 Composition II 9:30-10:45 TR MAB 200

English 2341 Forms of Literature Web

English 3312 Advanced Composition Web

English 4316 Teaching Language Arts Web

SPRING 2016 ACADEMIC CALENDAR

January 15 College/Departmental Meetings 10:30 a. m.

January 18 Martin Luther King, Jr. Holiday

January 19 First day of classes /Faculty Meeting, 4:00 p. m.

January 29 FE-3 submitted to chairs

March 8 Midterm

March 14-18 Spring Break

March 25 Good Friday Holiday

May 4 Last class day

May 5-6 Dead Days

May 9-12 Final Examinations

May 13 Final grades for graduating seniors

May 14 Spring Commencement 10 a. m.

May 16 Final grades

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

SYLLABUS

I will only answer email that has the course name and number ONLY in the Subject line (i.e., English 1302:007). SIGN YOUR EMAILS TO ME WITH YOUR FULL NAME. I will not answer anonymous emails.

TEXT: *The Norton Field Guide to Writing* 3E
Richard Bullock
W. W. Norton & Company
ISBN: 978-0-393-91956-1

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

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

COURSE REQUIREMENTS:

- Students must cite all information and use quotation marks in their essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from somewhere; they come from some source. If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.
- Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you or on the library site.
- Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.
- **Students must not use any material to support their claims in papers and essays that are not accessed through academic library sources.** Go to the Sul Ross State University web site and click on "library" on the "quick links" to go to the Bryan Wildenthal Library in Alpine. Click on "Internet Resources" and then "Literary Web," where you will find all the material you can use for English courses. This is, of course, not the only way to use the available academic resources. Click on "Search for Online Articles and Books." Here, you will have the opportunity to choose such

items as "Films on Demand" and "Gale Group," which offers information on authors and literary criticism. Alternately, you can click on "Literary Reference Center" for literary criticism and author information.

- Students must sign their full names to emails and must not address the professor as "u" in emails.
- There must be nothing whatsoever in the "Subject" line of emails except the course name and number, i.e. English 1302:007.
- I will not respond to emails asking me questions whose answers are readily available on the Syllabus. Students ERRONEOUSLY believe that this approach is faster than reading the material available to them.
- Do not ask me what your grade is during the course. Look at the "points possible" on all of the work and decide for yourself if you are likely to fail.

SUBMITTING WORK:

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

SEMESTER COMPOSITE RESEARCH PAPERS ARE DUE ON MARCH 31.

Grading Policy:

Attendance 10 points off final grade for every absence (after three unexcused absences)

Syllabus Quiz 100 points

SEVEN Quizzes: 50 points each

SACS Essay: 100 points

Semester Paper: 100 points possible and **weighted at 40%** of grade

Add the component parts (1,400 points possible) to your overall score:

Approved SPECIFIC Title	500
Approved Works Cited (hard copy and on BlackBoard)	400
Revised Introduction with Three-Part Thesis Statement	300
Revised Paragraphs One-Three	200
Revised Paragraphs One-Six	100

(with ALL of its COMPONENT parts submitted and approved beforehand)

Final Exam Ending SACS Essat: 100 points

Grading Scale:

A 1845-2050

B 1639-1844

C 1433-1638

D 1227-1432

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

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

Start gathering your library scholarly, critical, analytical sources (articles) for your five-seven minimum page SEMESTER COMPOSITE RESEARCH PAPER. Submit your approved topic and at least five sources in MLA style (you can find this on the Library site) with your MLA heading.

COMMUNICATION: Email the entire class when you have a question, and I will email everyone with the answer. This keeps thirty students (who think they are the only one) from emailing with the same question and receiving the same answer one at a time. I answer e-mail every morning and usually several times during the day and night. I will answer email that has ONLY the course name and number in the Subject line (i.e. English 1302:007) and is signed with a first and last name. When this is a physical class, expect to stay the entire class time the first day or night and every day or night of class after that.

TEACHING THEORY, DESIDERATUM, AND PRACTICAL APPLICATION

What is the highest good for all concerned?

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

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

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

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

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

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

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

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

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

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

Rationale

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

Objectives

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

1. describe and assess their own and others' writing thoroughly and astutely
2. recognize the structures of writing at all levels (sentence, paragraph, whole piece)
3. incorporate formal and informal research into their writing more fluently
4. apply a rich variety of writing and thinking processes to their writing tasks;
5. produce more effective writing than ever before;
6. gain some knowledge of composition theory and how to apply it
7. approach writing with greater confidence and zest.
8. improve skills in communication in order to succeed in a global society
9. demonstrate a knowledge of the writing process: gathering, organizing, writing, rewriting and publishing
10. write using a variety of styles
11. master the basic techniques for improving the quality of writing

Assessment of Objectives

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

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

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

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

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

PLAGIARISM:

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

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

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

Plagiarism is a serious academic and legal offense.

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

PROJECT

In Spring 2015, I embedded an Experiential Learning Project/Component in the English 1302:007 (Composition II) course to enhance (largely freshmen) students' understanding of the difference between the traditional and outdated Dewey Decimal Classification System used at the Sul Ross State University's Bryan Wildenthal Memorial Library and the Library of Congress System used in most academic libraries.

PURPOSE

The purpose of this project/component is to help students apprehend in greater depth how academic libraries respond to the Twenty-First Century's demands on the classification of immense bodies of knowledge and information. Also, it will particularly enhance (largely freshmen) students' understanding of the difference between the traditional and outdated Dewey Decimal Classification System used at the Sul Ross State University's Bryan Wildenthal Memorial Library and the Library of Congress System used in most academic libraries.

BENEFITS

Experiential Learning not only provides interaction outside the classroom walls, but also allows for a robust approach to learning that engages students in the content at hand,

provides them with needed Twenty-first Century skills especially related to their college careers, and requires inquiry with guided questions driven by students' need to know. Students are challenged during Experiential Learning Projects by the need to answer complex question and solve intricate problems.

In order to be successful, they must learn to plan carefully, manage themselves, and work effectively.

By being aware of feedback from the librarians and other students, they will deepen their understanding of Experiential Learning and what it means to pursue it.

PROTOCOL

Initially, English 1302:007 students will tour the library under the guidance of Education Librarian Amanda Gomez to observe techniques and strategies that experienced librarians employ when working within the Dewey Decimal Classification System. Additionally, each student will have appointed times for one-to-one interaction with Ms Gomez and other librarians. At the end of these special sessions, students will compose a reflection of their particular experiential learning experience to share in groups.*

Next, students will view videos, conduct interviews and surveys, and access academic articles on the two classification systems.

Then, students will prepare posters graphically displaying their findings and placed them strategically around campus

Finally, students will write Semester Composite Research Papers, assess and tabulate their findings, and prepare their own video production for presentation to the university administration, library staff, the Literature and Languages Department, and others interested in this project.

RESULTS

At the end of the semester, beyond their regular student evaluation of university classes, these students will be asked to complete a Survey Monkey evaluation of the project and to provide suggestions and comments.

That feedback will be valuable in improving future Experiential Learning Components such as this one.

The reflection will include responses to these questions:

I. How do you understand Experiential Learning?

II. What are some possible benefits for you or other students?

Was the work hands-on?

Were students in control of what happens?

Did critical thinking occur?

Was more creativity allowed?

Did more communication than usual take place?

Was collaborative learning required?

Was working together in groups necessary?

Was self-discipline needed?

Was it boring?

Did emotional connections occur?

Were learning skills developed for real world situations?

Were long-term memory and knowledge enhanced?

WEEK ONE JANUARY 19/21

Syllabus and Course Requirements
Style

MLA

Syllabus Quiz on JANUARY 21

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK TWO: JANUARY 26/28

Essay for SACS over "How Has Social Networking Changed the Way We Relate to Others?" by Lauren Tarshis DUE JANUARY 28

Read Lauren Tarshis's "Facebook: How Has Social Networking Changed How We Relate to Others?" then follow the directions precisely.

Prompt: Provide a CRITICAL ANALYSIS of the author's argument.

A critical analysis involves a close reading of the text, using details from the text to support your assessment of the author's argument.

A critical analysis essay must offer a brief summary of the essay being analyzed, but the summary should be secondary to your analysis.

Remember, your primary job is to analyze the developed argument of your chosen author, and evaluate the strength of that argument.

Your assessment in your critical analysis should state whether or not you think the author successfully supports their primary claims through the logical presentation of convincing reasons backed up by appropriate evidence

Successful essays will have the following:

Prepare an introduction that serves to inform your audience of the argument you plan to analyze. This should include the author's primary claim (thesis) and any pertinent background information your reader should have.

Put the author's primary claim in your own words. Give a clear explanation of the author's argument

Compose body paragraphs that offer your analysis of the author's argument. What are the secondary claims being offered? What does the author do to support her argument? Utilize an orderly paragraph organization, with each paragraph's topic being clear and supported by your analysis

Write a conclusion that summarizes your evaluation of the author's argument. Consider the author's tone (attitude toward her subject), language, ethos (character), pathos (appeal to emotion), and logos (use of logic). Use an academic tone.

How to Write a Rhetorical Analysis Essay

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK THREE: FEBRUARY 2/4

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

That means the orange Part Four "Strategies," Section "Beginning and Ending."

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz

SUBMIT THE NARROWED, SPECIFIC TOPIC FOR YOUR SEMESTER COMPOSITE RESEARCH PAPER by FEBRUARY 4.

"Differences in Higher Education Academic Libraries' Classification Systems: The Dewey Decimal and the Library of Congress Systems"

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK FOUR: FEBRUARY 9/11

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

That means the orange Part Four "Strategies," Section "Guiding Your Reader."

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

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Finding Sources," which includes material on "Kinds of Sources," "Searching Effectively," "Reference Works," "Books/Searching the Library Catalog," "Ebooks/Finding Books Online," "Periodicals/Searching Indexes and Databases," "Images, Sound, and More," "Searching the Web," and "Doing Field Research."

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz ON FEBRUARY 11

WEEK FIVE: FEBRUARY 16/18

Submit a Word Cloud about your research topic BY FEBRUARY 16. Submit the FIVE PHYSICAL, HARD COPY, PRINTED, SCHOLARLY, ACADEMIC, ANALYTICAL ARTICLES for the Works Cited Component for your Semester Paper Composite Research Paper by FEBRUARY 18 AND A DIGITAL WORKS CITED TO BLACKBOARD.

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK SIX: FEBRUARY 23/25

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

That means the orange Part Four "Strategies," Section "Analyzing Causes and Effects."

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz ON FEBRUARY 25

WEEK SEVEN: MARCH 1/3

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

This means the orange Part Four "Strategies," Section "Arguing."

Read the parts entitled "Reasons for Arguing," "Arguing Logically: Claims, Reasons, and Evidence," "Convincing Readers You're Trustworthy," "Appealing to Readers' Emotions," "Checking for Fallacies," and "Considering the Rhetorical Situation." The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Synthesizing Ideas," which contains material on "Reading for Patterns and Connections," "Synthesizing Ideas Using Notes," "Synthesizing Information to Support Your Own Ideas," and "Entering the Conversation."

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz ON MARCH 3

INTRODUCTORY PARAGRAPH DUE by MARCH 3

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK EIGHT: MARCH 8/10

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

That means the orange Part Four "Strategies," Section "Classifying and Dividing."

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz ON MARCH 10

PARAGRAPHS ONE-THREE ARE DUE ON MARCH 10.

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK NINE: March 14-18 SPRING BREAK

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

WEEK TEN: MARCH 22/24

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

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

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz

PARAGRAPHS ONE-SIX ARE DUE ON MARCH 24.

NO RESEARCH PAPER COMPOSITE WILL BE GRADED FOR CREDIT UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

SEMESTER COMPOSITE RESEARCH PAPERS ARE DUE ON MARCH 31.

SUBMITTING Your Research Paper:

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 Student Checklist Writing Rubric and marked-up essay under Assignments.
6. Always use MLA headings and headers on your work and no cover sheets
7. Submit your work as **YOUR NAME ONLY.**

USE SPELL CHECK AND GRAMMAR CHECK!

WEEK ELEVEN: MARCH 29/31

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

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

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz

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

Knowledge: Reading assignment

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

SEMESTER COMPOSITE RESEARCH PAPER DUE BY MARCH 31.

WEEK TWELVE: APRIL 5/7

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

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

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

Rhetorical Situation."

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz

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

Knowledge: Reading assignment

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

ORAL PRESENTATIONS of RESEARCH PAPERS

WEEK THIRTEEN: APRIL 12/14

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

For Friday, that means the orange Part Four "Strategies," Section "Dialogue."
Read the parts entitled "Why Add Dialogue?," "Integrating Dialogue into Your Writing," "Interviews," and "Considering the Rhetorical Situation."

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz

ORAL PRESENTATIONS OF RESEARCH PAPERS

WEEK FOURTEEN: APRIL 19/21

Read the article at least two times and begin writing the SACS Assessment Essay on "How Has Social Networking Changed How We Relate to Others?" by Lauren Tarshis. **SUBMIT IT SMARTHINKING FOR REVISION INSTRUCTIONS.**

WEEK FIFTEEN: APRIL 26/28

REVISED SACS Assessment Essay on "How Has Social Networking Changed How We Relate to Others?" by Lauren Tarshis

May 9-12

Final Examinations

Final Exam

8:00-10:00 a. m. on Tuesday, May 10

The Final Exam is the REVISED SACS Assessment Essay over "How Has Social Networking Changed How We Relate to Others?" by Lauren Tarshis due by May 10,

Use MLA style and write a minimum of 500 words for the essay. Paraphrase and quote from the article. Give examples.

May 4	Last class day
May 5-6	Dead Days

TEN POINTS WILL BE TAKEN OFF THE FINAL GRADE FOR EACH UNEXCUSED ABSENCE AFTER THE FIRST THREE. IF YOU ARE NOT PRESENT FOR THE END OF CLASS, YOU WERE NOT PRESENT FOR THE BEGINNING. THREE LATE ARRIVALS EQUAL ONE ABSENCE. THERE WILL BE A "LATE ATTENDANCE" SHEET FOR THOSE ARRIVING LATE.

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 at 432-837-8203.

Mary Schwartz, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartz@sulross.edu

Grace Duffy in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203