

Dr. Francine K. Richter

English 3312

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Sul Ross State University

MAB 112A

Alpine, Texas

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

SPRING 2016 ACADEMIC CALENDAR

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

EDUCATOR STANDARDS AND ASSESSMENTS

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 "My Story" 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 Answers, 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 SMARTHINKING 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 "My Story" information 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 "MY STORY" 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 "My Story" 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 Video 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 SPRING 2016

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, "Course Information" page, and Course Content page.

I. ATTENDANCE

When this is a physical course, TEN POINTS WILL BE TAKEN OFF THE FINAL GRADE FOR EACH ABSENCE AFTER THE FIRST THREE unexcused absences.
IF YOU ARE NOT PRESENT FOR THE END OF CLASS, YOU WERE NOT PRESENT FOR THE BEGINNING.

II. 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.

III. COURSE 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.

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. FIVE POINTS OFF GRADE FOR EVERY DAY LATE ON ANY AND ALL ASSIGNMENTS OR TESTS.

START YOUR WORK EARLY IN CASE YOU OR A FAMILY MEMBER BECOMES ILL OR HAS AN ACCIDENT.

5. Complete the SMARTHINKING 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.

IV. COURSE 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.

V. COURSE REQUIREMENTS

Students must cite all information and use quotation marks in their essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from somewhere; they come from some source.

If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.

Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you.

Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.

Students must not use any material to support their claims in papers and essays that are not accessed through academic library sources.

Go to the Sul Ross State University web site and click on "library" on the "quick links" to go to the Bryan Wildenthal Library in Alpine.

Click on "Internet Resources" and then "Literary Web," where you will find all the material you can use for English courses. This is, of course, not the only way to use the available academic resources. You 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.

VI. E-MAIL REQUIREMENTS

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.

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 e-mail me asking 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.

VII. GRADES

There will be six quizzes (open at 4:00-5:00 p. m. on SUNDAYS) over the Introduction and articles in *Fields of Reading*. There are four essays (due by 4:00 p.m. every other SUNDAY after the first TWO weeks). The ANALYTICAL COMPOSITE Semester Paper ("My Story") is due by 4:00 p. m. on Sunday, April 17.

Grading Policy:

Four Essays: 100 points each

Five Quizzes: 50 points each 250 points

Syllabus Quiz: 100 points

"My Story" Revised Composite Analytical Semester Paper: 100 points possible and **weighted at 40%** of grade

Add the component parts (1,600 points possible) to your overall score:

Approved Short Story 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

Revised Final Exam Essays: 100

Total Possible Points: 2,450

Grading Scale:

A 2205-2450

B 1959-2204

C 1713-1958

D 1467-1712

VIII. 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

IX. PLAGIARISM

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." Or, "The narrative technique of this story is limited omniscience." Facts like this one are known from somewhere; they come from some source.

If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.

Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you.

Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.

Students must not use any material to support their claims in papers and essays that are not accessed through academic library sources.

X. SEMESTER ANALYTICAL COMPOSITE PAPER: “MY STORY”

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

Finding a literary short story is part of the intellectual 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 and 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 short story that you will be using for the "My Story" Composite Paper for approval as soon as possible.

These are the **COMPONENTS**:

Short Story Title--500 points possible--approved beforehand and then submitted on BlackBoard;

Works Cited in MLA style on BlackBoard (200 points possible) AND hard copies of FIVE scholarly articles, with all paraphrased or quoted material highlighted (200 points possible);

Introductory Analytical Paragraph with workable Three-Part Thesis Statement (300 points possible) SUBMITTED TO SMARTHINKING AND REVISED;

Paragraphs One-Three (200 points possible) SUBMITTED TO SMARTHINKING AND REVISED;

Paragraphs One-Six (100 points possible) SUBMITTED TO SMARTHINKING AND REVISED;

and the complete Semester Analytical "My Story" Paper Composite (with physical copies of ALL critical articles) SUBMITTED TO SMART THINKING AND REVISED (100 points possible)

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 bring to my office or mail me the HIGHLIGHTED (ALL QUOTATIONS AND PARAPHRASED MATERIAL) 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 on your hard copy articles.

These HIGHLIGHTED hard-copy articles and the "Works Cited" page on BlackBoard TOGETHER fulfill the WORKS CITED COMPONENT.

The 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."

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--*The Mixquiahuala Letters*, *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 short stories lend themselves better to this project than others.

This assignment is part of the "My Story" Paper Composite.

NO "MY STORY" PAPER WILL BE GRADED UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED AND APPROVED BEFOREHAND.

Read various complex short stories to find one that especially speaks to you for your seven-ten MINIMUM page ANALYTICAL COMPOSITE "MY STORY" Semester paper.

Get your chosen complex short story title approved by me.

If you do not have the TITLE COMPONENT (THE SHORT STORY APPROVED BEFOREHAND AND SUBMITTED ON BLACKBOARD) OF THE COMPOSITE "MY STORY" PAPER, YOU WILL NOT RECEIVE A GRADE FOR THE PAPER.

Start gathering your library sources on your chosen 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 inserted header.

XI. 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.

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

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 17-24

BEGIN THE SYLLABUS QUIZ on JANUARY 24 at 4:00-5:00 p. m.

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

BEGIN the twenty-five question (Multiple Answer, Multiple Choice, and True/False) Quiz over pp. 2-54 at 4:00-5:00 p.m. on Sunday, JANUARY 24.

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

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 24-31

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 4:00-5:00 p. m. on January 31.

WEEK THREE: January 31-February 7

SUBMIT YOUR "REFLECTING" ESSAY TO SMART THINKING AND MAKE ALL CORRECTIONS SUGGESTED BY THE E-TUTOR.

THEN SUBMIT THE CORRECTED ESSAY LAST--WITH THE MARKED-UP REPORT FROM SMART THINKING FIRST--TO OUR ASSIGNMENTS PAGE FOR A GRADE before 4:00 on Sunday, February 7.

Write an essay like ONE of the essays you read in the textbook-- that is, MODELED ON ONE of the four "Reflecting" 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.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY YOU ARE MODELING.

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 an 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.

IF YOU NEED HELP GETTING STARTED, GO TO THE WRITING CENTER ON THE FIRST FLOOR OF MAB.

IF PLAGIARISM IS DETECTED ON ANY ESSAY, THE ENTIRE COURSE IS FAILED IMMEDIATELY.

WEEK FOUR: February 7-14

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.

BEGIN "Reporting" Reading Quiz on Sunday, February 14, at 4:00-5:00 p. m.

Read the "My Story" Sample Paper article on our Course Documents page.
Submit your APPROVED chosen complex short story title for your "My Story" Composite Semester Paper by 4:00 p.m. on February 14 for 500 points.

The "My Story" Semester Paper Composite is MADE UP OF ALL ITS INDIVIDUALLY REQUIRED COMPONENTS, WITHOUT WHICH (HAVING BEEN TURNED IN BEFOREHAND ON TIME AND APPROVED), THE "MY STORY" PAPER WILL NOT BE GRADED.

THE SHORT STORY TITLE IS THE FIRST NECESSARY COMPONENT OF THE ENTIRE COMPOSITE PAPER.

WEEK FIVE: February 14-21

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

Write an essay (due before 4:00 p. m. on February 21) MODELED ON ONE of the four "Reporting" essays you read in the textbook AND SUBMITTED TO SMART THINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMART THINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAY WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY YOU ARE MODELING.

Remember that Reporting depends on a careful gathering of information.

ADDITIONALLY,

Submit your BlackBoard Assignment "Works Cited" academic sources (200 points) for your "My Story" Composite Semester Paper for approval BEFORE 4:00 p. m. on Sunday, February 21.

MAIL HARD-COPY ARTICLES OR BRING THEM TO MY OFFICE FOR A POSSIBLE 200 POINTS FOR YOUR HIGHLIGHTED SCHOLARLY, ACADEMIC, CRITICAL ARTICLES.

To find scholarly, academic, analytical criticism (you must print out) on your "My Story" 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 "My Story" 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, Charlotte Perkins Gilman, or Shirley Jackson stories.

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 for 200 points (from the Bryan Wildenthal Memorial Library ONLY) that you are going to use in your "MY STORY" paper.

QUOTATIONS OR PARAPHRASES USED IN YOUR PAPER MUST BE HIGHLIGHTED.

These hard-copy articles and the BlackBoard Assignment "Works Cited" page fulfill the WORKS CITED COMPONENT.

NO "MY STORY" 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.

IF YOU NEED HELP GETTING STARTED, GO TO THE WRITING CENTER ON THE FIRST FLOOR OF MAB.

IF PLAGIARISM IS DETECTED ON ANY ESSAY, THE ENTIRE COURSE IS FAILED IMMEDIATELY.

WEEK SIX: February 21-28

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

Submit your INTRODUCTORY PARAGRAPH COMPONENT with WORKABLE THREE-PART THESIS

STATEMENT for your "My Story" COMPOSITE SEMESTER paper TO SMART THINKING, REVISE IT, AND THEN TO OUR

ASSIGNMENTS PAGE before 4:00 p. m. on FEBRUARY 28.

YOUR INTRODUCTION MUST HAVE A THREE-PART (aspects, attributes, characteristics, discussion points) ANALYTICAL

THESIS STATEMENT.

REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND ONLY THEN TURN IT IN FOR A GRADE.

A clear thesis statement is crucial to an effective essay; the thesis should clearly define for your reader the points you will be proving in your paper.

THE FIRST PART/HALF OF YOUR PAPER DISCUSSES YOUR CHOSEN SHORT STORY ONLY.

QUOTE EXTENSIVELY FROM THE SHORT STORY ITSELF AND YOUR CRITICAL, ANALYTICAL, SCHOLARLY ARTICLES IN THE FIRST PART/HALF OF YOUR PAPER.

THE FIRST PART/HALF OF YOUR PAPER IS TRADITIONAL LITERARY CRITICISM.

THERE IS NO MENTION OF YOU IN THE FIRST PART/HALF OF YOUR PAPER.

THIS ASSIGNMENT IS ONLY ONE COMPONENT OF THE MYSTORY PAPER COMPOSITE.

THE SECOND PART/HALF OF YOUR PAPER IS YOUR AUTOBIOGRAPHY.

WRITE YOUR AUTOBIOGRAPHY IN THE SECOND PART/HALF OF YOUR PAPER.

Who are "YOU"?

How does your sociological *vita*—race or ethnicity, class, gender, and family history—
affect your answer?

HOW DID YOUR CHOSEN SHORT STORY HELP YOU KNOW YOURSELF BETTER?

HOW DID YOU CONNECT WITH YOUR SHORT STORY?

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 LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPHY.

NO "MY STORY" PAPER COMPOSITE WILL BE GRADED UNLESS ALL OF ITS COMPONENT PARTS HAVE BEEN SUBMITTED ON TIME AND APPROVED BEFOREHAND.

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 COURSE IS FAILED IMMEDIATELY.

WEEK SEVEN: February 28-March 6

Reread pp. 23-26 to correctly write your minimum 1,000 word "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.

Write an essay (due MARCH 6 before 4:00 p. m.) MODELED ON ONE of the four "Explaining" essays you read in the textbook AND SUBMITTED TO SMART THINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMART THINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAY WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY YOU ARE MODELING.

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 an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPHY.

WEEK EIGHT: March 6-13

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 4:00-5:00 p. m. on March 13

WEEK NINE: March 14-18 SPRING BREAK

No Assignment for Sunday, March 20

WEEK TEN: March 20-27

"Arguing" Essay due before 4:00 p.m. on Sunday, March 27

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.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY YOU ARE MODELING.
The textbook explains "Arguing" essays in depth.

SUBMIT YOUR ESSAY TO SMARTHINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMARTHINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAY WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

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.

Five points off per day 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 27-April 3

Paragraphs One-Three Component of Semester Analytical "My Story" Paper: Submit your already revised Introduction with its

Three-part analytical THESIS STATEMENT and the next TWO PARAGRAPHS to Smarthinking.

MAKE ALL OF THE CORRECTIONS SUGGESTED BY THE SMARTHINKING TUTOR.

Analytical "My Story" papers are written on a COMPLEX short story that has special meaning for you.

They are one-half literary criticism with sources from the Bryan Wildenthal Memorial 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 FIRST.

Critical sources must come ONLY from an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO "MY STORY" 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 "MY STORY" PAPER COMPOSITE.

PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY.

IF YOU NEED HELP, GO TO THE FROM WRITING CENTER ON THE FIRST FLOOR OF MAB.

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

WEEK TWELVE: April 3-10

For Sunday, April 10, before 4:00 p. m., submit a total of SIX paragraphs of your "My Story" Paper Composite.

This means the Introductory Paragraph (with THREE-PART THESIS STATEMENT) and THE NEXT FIVE body paragraphs.

SUBMIT YOUR SIX PARAGRAPHS TO SMART THINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMART THINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED SIX PARAGRAPHS WHEN YOU SUBMIT THIS ASSIGNMENT FOR A GRADE ON BLACKBOARD.

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 an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPY.

This assignment is ONLY ONE COMPONENT of the ""My Story" Analytical Semester Paper Composite.

NO "MY STORY" PAPER WILL BE GRADED UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED AND APPROVED BEFOREHAND.

PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY.

MAKE ALL OF THE CORRECTIONS SUGGESTED BY THE SMART THINKING TUTOR.

IF PLAGIARISM IS DETECTED ON ANY COMPONENT OF THE "MY STORY" ANALYTICAL COMPOSITE PAPER, THE ENTIRE PAPER IS FAILED.

WEEK THIRTEEN: April 10-17

SEVEN-TEN PAGE "My Story" paper with the Smart Thinking Report and ALL OF THE CORRECTIONS MADE THAT the Smarthinking tutor suggested.

WEEK FOURTEEN: April 17-24

Study the material and begin writing essays for Final Exam
SUBMIT YOUR ESSAYS TO SMART THINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMARTHINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAYS WHEN YOU SUBMIT THEM FOR A GRADE ON BLACKBOARD.

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

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

WEEK FIFTEEN: April 24-May 1

Our Final Exam is scheduled for Sunday at 4:00 p. m. on May 8.

May 4	Last class day
May 5-6	Dead Days
May 9-12	Final Examinations

Final Exam Essays

SUBMIT YOUR ESSAYS TO SMART THINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMART THINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAYS WHEN YOU SUBMIT THEM FOR A GRADE ON BLACKBOARD.

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 (Textual Evidence). Give examples.

- I. What is "My Story"? 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.

Submit your two essays to *Smarthinking* and then REVISE them.

Add the Student Checklist Writing Rubric before submitting them AS ONE DOCUMENT for a grade on BlackBoard.

May 5-6 Dead Days

May 9-12 Final Exams

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 Mary Schwartz at 432-837-8203.

Mary Schwartz, M.Ed., LPC

Accessibility Services Coordinator

Counseling & Accessibility Services

Ferguson Hall, Rm #112

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Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.