

**Sul Ross State University
Policy Statement and Syllabus
English 1301
Summer I 2016**

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Required Texts, Materials, Supplies

- Bullock, Richard, et.al. *The Norton Field Guide to Writing with Readings and Handbook*. (fourth edition)
- Consistent access to a computer

Course Expectations

This is an intensive hands-on writing workshop which requires your participation in daily writing processes and assignments, peer review, and group work—all in an online environment. You must have access to a computer and be able to use word processing software as well as Blackboard to complete your documents. Final drafts of all work must be typed or word processed in 12pt font, double-spaced, Times New Roman typeface in Modern Language Association (MLA) format and submitted to the assignments link in Blackboard.

Course Objectives

The purpose of this course is to improve fluency in writing through reading student and professional writing, to examine the purposes for writing and their effects on writing, and to practice reading and writing extensively. This writing will include exercises in composition, peer evaluation, and other forms of university writing such as essay examinations. The objective goal, ultimately, is for you to see qualitative improvements in your ability to think and express your thoughts critically and to quantitatively improve your abilities to read and write fluently.

Course Requirements

Assignments require

- substantial individual written work,
- workshop, revision, and editing.

In addition to the reading and writing assignments, course work will consist of discussion boards, journal elements, and a final examination. You must complete satisfactory work and actively

participate in class to complete English 1301; therefore, good attendance is required for you to pass this course. This holds especially true in an online environment.

First Class and Beyond:

By noon, 1st June, I will post opening/welcoming remarks and suggestions for getting started in the course. On subsequent days, please check announcements for instructions, lectures, and answers to class questions/clarifications to the course, which will also be posted by noon each class day (i.e. Monday-Friday). I will be “off-line” on the weekends, which will begin by 12 p.m. Fridays and continue until noon Mondays.

Coursework:

****Please note that you should write attached assignments in Microsoft Word to ensure we may all utilize them. Work may be submitted in “.doc, .docx, or .rtf. Please contact Sandy Bogus at sbogus@sulross.edu (or 432.837.8523) if you have technical problems or questions. Blackboard only works best in **Firefox, Safari, or Chrome** (rather than Explorer). It is free to download.****

Major Assignments: Students are responsible for all assignments in this course and must satisfactorily complete all major assignments in English 1301 to receive a passing grade.

Major Assignment	% of Final Grade
Essay 1 – Memoir	20%
Essay 2 – Reflection	20%
Essay 3 – Literacy Narrative	20%
Discussion Boards	15%
Journal	15%
Final Exam –primary source essay	10%
Total Points	100%

The vast majority of this course will be completed via the writing and “discussion” of both essays and theoretical readings. We will read and write about selections from the required text for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester’s work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write three essays and a final examination based on

a reading I will assign. You will also complete a course journal that will hold course materials generated this semester. The course notebook will consist of only assigned writings in the form of “elements.” You will participate in directed discussion boards, which will answer and/or bounce off discussion prompts as listed in the syllabus. These also serve as the class participation component of the course, as they mirror the reading schedule. Discussion boards will largely influence the course grade.

****I expect your coursework to mirror the time you would take with this course if it were an onsite course. Thus, you should spend approximately three hours a day working on this course, with additional time for formal reading and writing assignments determined by your personal pace.**

Detailed Assignment Description:

Discussion Boards—The discussion boards allow us to speak to one another. Think of the discussion boards as the “cyber” equivalent of sitting in a seminar room with one another and talking about our readings, writings, thoughts and reactions to the coursework. The first discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately two to three hundred words. Responses to posts should be approximately one hundred words. The discussion boards will improve our teaching and practice of methodologies of fiction and theories on and about fiction through improved abilities to articulate your growing knowledge-base and expertise in the field of composition.

Readings—The readings for the course involve two valuable types of writing: (1) short essays by professional writers that serve as examples of the modes we are studying and (2) theoretical chapters about nonfiction writing and the writing life by many of those same writers and/or scholars of those writers. Thus, we will be able to read great and varied examples of nonfiction. This allows us to increase confidence in our writing and analytic abilities as a way into our writing and ultimate scholarly and professional pursuits. Writing never occurs in a vacuum; it informs and is informed by its surrounding cultures as well as by the intents of the writers. The readings will highlight this crucial fact.

The Memoir—The memoir is, essentially, life writing. You will write an essay which tells a memory in detail and then analyzes its personal significance to you and your life. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

The Reflection—The reflection is an essay that asks you to contemplate a concept or idea in terms of its various angles. The evidence for the discussion will be your life. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

The Literacy Narrative—The literacy narrative is an essay that explores your relationship with language and communication. It should be based on your life, but it will focus on communication as its platform. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

Course Journal—The course journal will consist of prompts which ask you to journal about what you read, analyze techniques from the text and to analyze the selections we read in the text, or to expand your own ideas for course writings. The goals of journal exercises are to facilitate clear understanding of the processes of composition, as well as develop your abilities to write freely and with confidence. Obviously, the responses are as valuable as the effort put into them. Please feel free to use any of the notebook exercises as inspirations for further, more formal assignments—they are meant to be such. **I will evaluate your effort on these exercises once, at the end of the course. It will be turned in as a single Word attachment.** But please write the exercises as they are due—this will maximize their success for your endeavors. Each entry should be a minimum of 200 words. The precise prompts are listed in the syllabus per selected class day.

Final Examination—The final examination will pull together the key ideas and aspects of the advent of composition by asking you to read and respond to a passage I will link into the final examination prompt. That is, I will ask you to write fully-developed essay that explores key concepts and personal analyses of the session's work. The goal of this assignment is to apply our discussions and growing skills in analysis of the essay, the readings of such, and the cultural and historical impact of the composition. It will also measure your ability to pull together the semester's significant ideas comprehensively and clearly.

Late Work: All major assignments and/or projects, etc. are due on the dates assigned by midnight, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work in English 1301 to receive a passing grade. **Late assignments** will receive a full letter grade deduction for being late. This means, if you turn in your assignment late and it receives a B, it will automatically be reduced to a C. You may not complete discussion boards after the due date. If you see a zero in the grade book, more on.

Attendance: As this is a web-format writing course, consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but also will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the reading and writing assignments. *If you miss due dates, I will not expect others in the class to consider your work in arrears. Late work will result in an automatic ten points being taken off your grade; thus, if you received a B on an assignment, it will be reduced to a C. I do not accept any late work for this course after the final exam period has ended.*

****Please note that this course is an online format which necessitates that students complete discussion boards and major assignments on the day on which the assignments are made. Thus, discussion boards must be posted by midnight on Tuesdays and responses be posted by midnight on Wednesday, and the same with Thursday posts by midnight with a Friday midnight response. This will ensure that the course's discussions move forward timely and with minimum inconvenience to your fellow students. After I have graded each discussion board, you may not redo or make it up. Thus, if you miss the assignment, you will not be able to make it up and will lose the credit.**

Grading Scale:

Percentages and Grade Equivalents:

A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

Cheating & Plagiarism: It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any documented case of plagiarism or cheating in this course will result in a 0 for the assignment, which will likely result in an F for the course.

Miscellaneous – but important!

Disabilities Statement: Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Academic Ethics: It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment, which will likely result in a failure for the course. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

A Writer's Reference: I strongly recommend all students own and utilize Diana Hacker's *A Writer's Reference*. It is a sound, credible, and particularly usable stylebook.

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 Swartz 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.

Syllabus

Date	Assignment	Comments
Wed., 1st June	**Read Course Introduction	<p><i>If you haven't taken a Blackboard course, take the practice tutorial and exam; it's a great idea even if you've taken one before. Please contact me ASAP if you are confused in any way about the course. I will walk you through it or arrange a tutorial with one of our staff members.</i></p> <p>Discussion board 1: Introduce yourself to the class--discuss your “out-of-school” life, your reading and writing life, your personal bio. Respond to all posts!</p> <p><i>The Norton Field Guide to Writing: Read Part One.</i></p> <p>**Check Announcements!!</p>
Thurs., 2 nd June	<i>The Norton Field Guide to Writing: Read Part Two.</i>	<p><i>Journal element 1: Discuss your relationship with writing. Have you experienced a particularly satisfying writing moment or assignment? Has writing ever proved frustrating or troubling to you?</i></p> <p>**Check Announcements!!</p>
Fri., 3 rd June	Discussion board 2: Discuss the importance of the rhetorical situation. Why should we consider the aspects outlined in the text when we engage in a communication event? Why is it crucial to our professional, civic, and personal successes to communicate successfully?	

The Norton Field Guide to Writing: Read Chapters 27 and 33.

****Check Announcements!!**

Mon., 6th June

The Norton Field Guide to Writing: Read Chapters 28 and 34.

Journal element 2: Discuss your writing processes in detail. What are good writing habits and what are some unfortunate habits your sometimes experience? What works well, and what proves hindering in terms of your writing processes? Do you compose at the keyboard or do you handwrite first drafts?

****Check Announcements!!**

Tues., 7th June

The Norton Field Guide to Writing: Read Chapters 29 and 40.

****Check Announcements!!**

Wed. 8th June Read Memoir Essay Assignment

Discussion board 3: Discuss what you enjoy reading and why. What does it mean to “read like a writer”? In other words, in what specific ways can reading help our abilities to write well? Respond to 2 posts!

The Norton Field Guide to Writing: Rad Chapters 30 and 43.

****Check Announcements!!**

Thurs., 9th June

The Norton Field Guide to Writing: Read Chapters 31 and 41.

Journal element 3: You have been reading much about strategies and techniques for writing. Outline what has stood out for you in the chapters thus far.

****Check Announcements!!**

Fri., 10th June

Discussion board 4: Discuss your experience thus far taking an online course. What is positive and what is challenging? Do you have any advice to give or to request about the experience and your aspirations for a positive outcome? Respond to 2 posts!

The Norton Field Guide to Writing: Read Chapters 18 and 29.

****Check Announcements!!**

Mon. 13th June Read Memoir Essay Assignment

The Norton Field Guide to Writing: Read Chapter 21 and “Us and Them.”

Journal element 4: Answer the questions after “Us and Them.” The essay prompt should be a paragraph freewrite. Also, discuss your reaction to “All Over but the Shoutin’.”

****Check Announcements!!**

Tues., 14th June

The Norton Field Guide to Writing: Read “My Father Was a Wrier.”

**Check Announcements!!

Wed., 15th June

Discussion board 5: Discuss your ideas for the memoir essay. Respond to 2 posts!

The Norton Field Guide to Writing: Read “#11187-424.”

**Check Announcements!!

Thurs., 16th June

The Norton Field Guide to Writing: Read “The Myth of the Latin Woman.”

Journal element 5: Answer questions after “My Father Was a Writer,” “#11187-424,” and “The Myth of the Latin Woman.” The essay prompts should be paragraph freewrites.

**Check Announcements!!

Fri., 17th June Memoir Essay Due

Discussion board 6: Discuss the process for writing the memoir. What went well and what did not? Also, which of the essay we read in the unit did you enjoy most. Why? Which did you not? Again, why? Respond to 2 posts!

The Norton Field Guide to Writing: Read Chapters 21 and 35.

**Check Announcements!!

Mon., 20th June Read Reflection Essay Assignment

The Norton Field Guide to Writing: Read Chapter 37 and “Guys Vs. Men.”

Journal element 6: Answer questions after “Guys Vs. Men” and discuss your reaction to “My Life as a Dog.”

**Check Announcements!!

Tues., 21st June

The Norton Field Guide to Writing: Read Chapter 38 and “If You Are What You Eat, Then What Am I?”

**Check Announcements!!

Wed., 22nd June

Discussion board 7: Discuss what you feel the differences are between the reflection and the memoir essay. In the discussion, focus on structures. What are your ideas for the reflection essay? Respond to 2 posts!

The Norton Field Guide to Writing: Read Chapter 39 and “We Are All Quants Now.”

**Check Announcements!!

Thurs., 23rd June

The Norton Field Guide to Writing: Read “A Man and His Cat.”

Journal element 7: Answer questions after “If You Are What You Eat, Then What Am I,” “We Are All Quants Now,” and “A Man and His Cat.” The essay prompts should be paragraph freewrites.

**Check Announcements!!

Fri., 24th June Reflection Essay Due

Discussion board 8: Discuss your writing processes for the reflection essay. Did they shift at all from the memoir? Are you feeling as if your writing is developing at this point in the semester? Finally, discuss which essays you enjoyed most and which you did not in the unit. Respond to 2 posts!

The Norton Field Guide to Writing: Read Chapter 10.

**Check Announcements!

Mon., 27th June Read Literacy Narrative Essay Assignment

The Norton Field Guide to Writing: Read “Rebel Music.”

Journal element 8: Answer the questions after “Rebel Music” and discuss your reaction to “Write or Wrong Identity,” “Always Living in Spanish,” and “Proficiency” in terms of your idea of what a literacy narrative should be.

**Check Announcements!!

Tues., 28th June

The Norton Field Guide to Writing: Read “Se Habla Espanol.”

**Check Announcements!!

Wed., 29th June

Discussion board 9: “Se Habla Espanol” is a particularly satisfying literacy narrative to read. Discuss why it is successful. Also, what are your ideas for the literacy narrative assignment? Respond to 2 posts!

The Norton Field Guide to Writing: Read “Mother Tongue.”

**Check Announcements!!

Thurs., 30th June

The Norton Field Guide to Writing: Read “Lost and Found.”

Journal element 9: Answer questions after “Se Habla Espanol,” “Mother Tongue,” and “Lost and Found.” The essay prompts should be paragraph freewrites.

**Check Announcements!!

Fri., 1st July

Literacy Narrative Essay Due
Read Final Examination Assignment

Discussion board 10: Tie the semester together in a farewell address to the class. What do you feel you accomplished and/or learned about yourself this semester? Has your writing and/or your attitudes toward the craft shifted or developed in significant ways? Respond to 2 posts!

**Check Announcements!!

Mon., 4th July

Happy Birthday America!!

Journal element 10: Predraft the final examination essay. You might create an outline with thesis statement and topic sentences. Finally, what are your plans for the rest of the summer? What are your academic aspirations?? Say goodbye to me and give me advice on how to better the course for future students.

Tues., 5th July

**** Final Examination Due**

****Journal Due**

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