

Dr. Francine K. Richter

English 3312: Summer I 2016

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Sul Ross State University

MAB 112A

Alpine, Texas

First class day May 29

Midterm June 16

Final Exam July 3 (before 4:00 p. m.)

Put the course name and number ONLY in the Subject line of emails (English 3312).

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

Grading Policy:

Three Essays: 100 points each

Four Quizzes: 100 points each

Syllabus Quiz: 100 points

Final Exam: 100 points each

Grading Scale:

- A 900-1000
- B 799-899
- C 698-798
- D 597-697

WEEK ONE: MAY 29-JUNE 5

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 June 5

WEEK TWO: JUNE 5-12

Read "Reflecting" Essays: "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.

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

Quiz over essays at 4:00 p. m. on June 12

Write an essay **MODELED ON ONE** of the four "Reflecting" essays you read in the textbook. Submit it to Smarthinking and revise it. Turn in ALL of the Report on ONE document with your Revised Essay by 4:00 p. m. on June 12.

Reproduce the structure and style of one of the essays, but choose your own topic, of course.

Clearly state the essay you chose to use as a pattern on "Comments" on BlackBoard.

The textbook explains "Reflecting" essays in depth.

WEEK THREE: JUNE 12-19

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 June 19 at 4:00 p. m.

"Reporting" Essay due on June 19 by 4:00 p. m.

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

Remember that Reporting depends on a careful gathering of information.

WEEK FOUR: JUNE 19-26

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 June 26 at 4:00 p. m.

"Explaining" Essay due on June 26 by 4:00 p. m.

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.

WEEK FIVE: JUNE 26-JULY 3 (Final Exam on Sunday, July 3)

COMPETENCIES

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.

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 Mary Schwartze at 432-837-8203.

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122

Alpine, TX. 79832
mschwartz@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

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

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.

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

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 one essay in each of three rhetorical modes: Reflecting, Explaining, and Reporting.

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—as explained on pp. 16-31 of *Fields of Reading* 10e
Multiple Answer, Multiple Choice, and True/False Quiz over Modes of Discourse Categories.

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.

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.

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.

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