

Dr. Francine K. Richter

English 3312: Advanced Composition

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Sul Ross State University

MAB 112A

Alpine, Texas

OFFICE HOURS

MONDAY/WEDNESDAY

10:00 a. m.--2:00 p. m.

TUESDAY/THURSDAY

10:45 p.m.—3:00 p. m.

TEACHING SCHEDULE

SRSU 1101: First Year Seminar	2:00 p. m.-2:50 p. m.	Mon	ACR 203
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English 1302:003	Composition II	8:00--9:15 a. m.	TR	MAB 200
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English 1302:004	Composition II	9:30-10:45 a. m.	TR	ACR 203
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English 2341	Forms of Literature	Web
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English 3312	Advanced Composition	Web
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SYLLABUS FALL 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

I. 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.

II. 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.
5. START YOUR WORK EARLY IN CASE YOU OR A FAMILY MEMBER BECOMES ILL OR HAS AN ACCIDENT.
6. Complete the SMARTHINKING tutor's directions for improvements.
7. Submit all REVISED work at once (on one document only) with the Student Checklist Writing Rubric.
8. Always use MLA headings and headers on your work and no cover sheets
9. Submit your work as YOUR NAME.
10. The four essays are a MINIMUM of 1,000 words each.
11. Submit all of your work on the Assignments page.
12. USE SPELL CHECK AND GRAMMAR CHECK. POINTS WILL BE DEDUCTED IF YOU DO NOT. NO EXCEPTIONS.

III. 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.

IV. GRADES

There will be six quizzes (open at 4:00-6:00 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, November 13..

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

V. 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

VI. 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

VII. 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." Facts like this one are known from somewhere; they come from some source.

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

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

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

Students must not use any material to support their claims in papers and essays that are not accessed through the Bryan Wildenthal Memorial Library..

WEEK ONE: AUGUST 21-28

BEGIN THE SYLLABUS QUIZ on August 28 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, August 28.

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: August 28-September 4

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 September 4.

WEEK THREE: September 4-11

The textbook explains "Reflecting" essays in depth on pp. 16-19.

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

THEN SUBMIT THE CORRECTED ESSAY LAST--WITH THE COMPLETE MARKED-UP REPORT FROM SMARTHINKING FIRST--TO OUR ASSIGNMENTS PAGE FOR A GRADE before 4:00 on Sunday, September 11.

WEEK FOUR: September 11-18

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 Dime: On (Not) Getting By in America" by Barbara Ehrenreich.

Work the Study Guide on our Course Documents page.

BEGIN "Reporting" Reading Quiz on Sunday, September 18, 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 September 18 for 500 points.

Here are short stories that we know have literary criticism on them:

<http://sulross.libguides.com/c.php?g=439697>

WEEK FIVE: September 18-25

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

Write an essay (due before 4:00 p. m. on September 25) MODELED ON ONE of the four "Reporting" essays you read in the textbook AND SUBMITTED TO SMARTHINKING 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, September 25.

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

WEEK SIX: September 25-October 2

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 October 2.

Submit your INTRODUCTORY PARAGRAPH COMPONENT with WORKABLE THREE-PART THESIS

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

ASSIGNMENTS PAGE before 4:00 p. m. on October 2.

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.

WEEK SEVEN: October 2-9

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 October 9 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 SMARTHINKING 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: October 9-16

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 October 16

WEEK NINE: October 16-23

The textbook explains "Arguing" essays in depth on pp. 26-30.

"Arguing" Essay due before 4:00 p.m. on Sunday, October 23.

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.

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 TEN: October 23-30

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 and submit it by 4:00 p. m. on October 30.

WEEK ELEVEN: October 30-November 6

For Sunday, November 6, 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 SMARTHINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR COMPLETE 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 TWELVE: November 6-13

SEVEN-TEN PAGE "My Story" paper with the Smarthinking Report and ALL OF THE CORRECTIONS MADE THAT the Smarthinking tutor suggested. Submit the entire assignment by 4:00 p. m. on November 13.

WEEK THIRTEEN: November 13-20

Study the material and begin writing essays for the Final Exam.

SUBMIT YOUR ESSAYS TO SMARTHINKING FOR REVISION INSTRUCTIONS.

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

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 FOURTEEN: November 20-27

Our Final Exam is scheduled to be submitted by Sunday at 4:00 p. m. on December 4.

November 30 Last class day

December 1 Dead Day

December 2, 5-7, Fri, Mon-Wed Final Exams
Final Exam Essays

WEEK FIFTEEN: November 27-30

SUBMIT YOUR ESSAYS TO SMARTHINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR SMARTHINKING 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.

Compare your essays to the Student Checklist Writing Rubric before submitting them AS ONE DOCUMENT for a grade on BlackBoard.

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

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

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

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, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

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.

LANGUAGES AND LITERATURE DEPARTMENT STUDENT LEARNING OUTCOMES

Graduating students will demonstrate that they can
Construct essays that demonstrate unity, organization, coherence, and development
Analyze literary works by applying principles of literary criticism or theory
Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the
writer's own prose, and document them correctly using MLA format
Demonstrate creativity or originality of thought in written or multimedia projects
Compare/contrast and analyze major works and periods within World, English, and American literature

SYLLABI GUIDELINES CHECKLIST

Description of each major course requirement, including each major assignment and exam

General description of the subject matter of each lecture or discussion

Student Learning Outcomes (SLOs); formerly PLOs.

The syllabi for any course, required or not, listed in the program narrative matrix as a course that is used to assess the academic program should contain a list of the program's primary learning objectives

Five or six student learning objectives beginning with "The student will be able to"

The learning objectives cover three major areas:

Knowledge (lowest order of critical thinking: define, list, paraphrase, identify, describe, explain)

Skills (middle order or critical thinking: chart, solve, design, prepare, apply, demonstrate)

Attitudes or dispositions (highest order of critical thinking: compare, evaluate, infer, conclude, critique, judge)

"Match" your assignments, so that both students and SACSCOC can understand your plan of action toward achieving these student learning outcomes

"Match" your assessment methods so that both students and SACSCOC can determine how you will measure whether or not this learning has occurred.

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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.