

Dr. Francine K. Richter

English 1302:004 Composition II

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OFFICE HOURS

MONDAY/WEDNESDAY

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

TUESDAY/THURSDAY

10:45 p.m.—2:00 p. m.

TEACHING SCHEDULE

Composition II 004 11:00-12:15 MW 203

First Year Seminar 1:00-1:50 M 203

Composition II 008 9:30-10:45 TR 203

Forms of Literature W01

Advanced Composition W01

SYLLABUS

TEXT: *The Norton Field Guide to Writing* 3E

Richard Bullock

W. W. Norton & Company

ISBN: 978-0-393-91956-1

Cite all information and use quotation marks in their essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from somewhere; they come from some source. If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.

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

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

Students must not use any material to support their claims in papers and essays that are not accessed through the BRYAN WILDENTHAL MEMORIAL LIBRARY.

Put ONLY the course name and number (i.e. English 1302:004) in the "Subject" line of emails.

Use Arial, 12-point font.

Double-space and never leave extra space ANYWHERE ON YOUR PAGE.

Give your work an interesting, original title.

FIVE POINTS DEDUCTED PER DAY for late work.

When there are no points left, the assignments will be permanently removed from the course.

Submit all writing assignments to Smarthinking.

Make all the e-structor's revision instructions.

Then, submit the COMPLETE Smarthinking Report and your REVISED work on ONE document ONLY.

Use MLA style.

Save your work as YOUR NAME FIRST.

Essays are a MINIMUM of 500 words each.

USE SPELL CHECK AND GRAMMAR CHECK.

Quizzes over the reading assignments in *The Norton Field Guide to Writing* are on Thursdays.

Essays are also due on Thursdays.

Grading Policy:

Attendance: 10 points off final grade for EVERY unexcused absence (after the first three unexcused absences)

Beginning SACS Essay: 100

Syllabus Quiz: 100 points possible

Textbook Quizzes: 100 points each (two)

Library Quiz: 100 points possible

Research Paper Questions: 100 points

Final SACS Essay: 100 points

Composite Semester Research Paper COMPONENTS:

Highly specific Title (the topic is from your major area of study) approved beforehand and then submitted on BlackBoard (100 points)

Works Cited in MLA style on BlackBoard (100 points)

Hard copies of FIVE scholarly articles, with all paraphrased or quoted material highlighted (100 points)

Introductory Analytical Paragraph with workable Three-Part Thesis Statement (100 points) SUBMITTED TO SMARTHINKING AND REVISED

Paragraphs One-Four (100 points) SUBMITTED TO SMARTHINKING AND REVISED

Paragraphs One-Seven (100 points) SUBMITTED TO SMARTHINKING AND REVISED

The complete Semester Composite Research Paper SUBMITTED TO SMARTHINKING
AND REVISED (100 points)

You must submit each of the components ONE AT A TIME AND GET EACH
APPROVED BEFORE YOU CAN MOVE ON TO THE NEXT COMPONENT.

A 1260-1400

B 1119-1259

C 978-1118

D 837-977

WEEK ONE: January 18

Syllabus and Course Requirements

MLA Style

SACS Assessment Essay

WEEK TWO: January 23/25

Syllabus Quiz on January 25

Research Paper Topics in students' major areas of study

WEEK THREE: January 30/February 1

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

This is the orange Part Four "Strategies," Section "Beginning and Ending."

Read the parts entitled "Beginning," "Ending," and "Considering the Rhetorical Situation."

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on February 1

Submit the narrowed, specific topic for your Semester Composite Research Paper by February 1.

WEEK FOUR: February 6/8

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

This is the orange Part Four "Strategies," Section "Guiding Your Reader."

Read the parts entitled "Titles," "Thesis Statements," "Topic Sentences," and "Transitions."

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on February 8

WEEK FIVE: February 13/15

Submit a Word Cloud from one of your academic articles about your research topic by February 13.

Submit the FIVE PHYSICAL, HARD COPY, PRINTED, SCHOLARLY, ACADEMIC, ANALYTICAL ARTICLES for the Works Cited Component for your Semester Paper Composite Research Paper by February 15.

WEEK SIX: February 20/22

BLACKBOARD WORKS CITED PAGE AND FIVE PHYSICAL, HARD COPY, PRINTED, SCHOLARLY, ACADEMIC, ANALYTICAL ARTICLES DUE by February 22

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

This is the orange Part Four "Strategies," Section "Analyzing Causes and Effects."

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on February 22

WEEK SEVEN: February 27/29

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

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

Read the parts entitled "Reasons for Arguing," "Arguing Logically: Claims, Reasons, and Evidence," "Convincing Readers You're Trustworthy," "Appealing to Readers' Emotions," "Checking for Fallacies," and "Considering the Rhetorical Situation."

The blue section of the assignment is entitled "Doing Research," and we are concerned with the section "Synthesizing Ideas," which contains material on

Reading for Patterns and Connections," "Synthesizing Ideas Using Notes," "Synthesizing Information to Support Your Own Ideas," and "Entering the Conversation."

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on February 29

Submit your Semester Composite Research Paper Introductory Paragraph, SMARTHINKING REPORT, AND REVISIONS ON ONE DOCUMENT by March 8.

WEEK EIGHT: March 6/8

Submit your Semester Composite Research Paper Introductory Paragraph by March 8.

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

This is the orange Part Four "Strategies," Section "Classifying and Dividing."

Read the parts entitled "Classifying," "Dividing," "Creating Clear and Distinct Categories," and "Considering the Rhetorical Situation."

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on March 8

SUBMIT THE PARAGRAPHS ONE-FOUR COMPONENT OF YOUR SEMESTER COMPOSITE RESEARCH PAPER by March 8.

WEEK NINE: SPRING BREAK--MARCH 13-17

WEEK TEN: March 20/22

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

This is the orange Part Four "Strategies," Section "Comparing and Contrasting."

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on March 22.

SUBMIT THE PARAGRAPHS ONE-FOUR COMPONENT OF YOUR SEMESTER COMPOSITE RESEARCH PAPER by March 22.

WEEK ELEVEN: March 27/29

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

That means the orange Part Four "Strategies," Section "Defining."

Read the parts entitled "Formal Definitions," "Extended Definitions," "Stipulative Definitions," and "Considering the Rhetorical Situation."

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on March 29

SUBMIT PARAGRAPHS ONE-SEVEN WITH COMPLETE SMARTHINKING REPORT AND REVISIONS TO BLACKBOARD ON ONE DOCUMENT by March 29.

WEEK TWELVE: April 3/5

SEMESTER COMPOSITE RESEARCH PAPERS ARE DUE ON APRIL 5.

WEEK THIRTEEN: April 10/12

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

The orange Part Four "Strategies," Section "Describing."

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

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

Twenty-five question (Multiple Answer, Multiple-choice, and True/False) Quiz on April 12

WEEK FOURTEEN: April 17/19

ORAL PRESENTATIONS OF RESEARCH PAPERS

WEEK FIFTEEN: April 24/26

SACS Assessment Essay

Use MLA style and write a minimum of 500 words. Quote from the article. Give examples.

FINAL EXAM:

May 3, Wednesday Last class day

May 4, Thursday Dead Day

May 5, 8-10, Friday, Monday-Wednesday 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

P.O. Box C-122

Alpine, TX. 79832

mschwartz@sulross.edu

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

Telephone: 432-837-8203

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

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.

STUDENT LEARNING OUTCOMES (Objectives)

Upon successful completion to this course, students will 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. master the basic techniques for improving the quality of writing

Assessment of Objectives

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

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

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

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

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

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.

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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

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.