

**Sul Ross State University
Policy Statement and Syllabus
English 1302
Summer I 2019**

Instructor: Laura Rebecca Payne, Ph.D.

Email: lbutter@sulross.edu

Office Location: MAB 114

Office Hours: Cyber (i.e. email or video conference) or by arrangement

Office Phone: 837.8744

Main Office: 837.8151

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 an essay examination. 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. Specifically, English 1302 is designed to develop critical reading and writing skills in a variety of disciplines. Students learn to use sound and ethical research methods via library-based resources and technologies to write analytic and research papers that incorporate sources and use documentation effectively. The course will help prepare you both for college-level writing requirements as well as those expected in the professional world, including research methods and ethics and their importance in creating fully realized rhetorical documents. The course will also teach you to conform to prescribed formats and to use expected styles and rhetorical modes. Finally, the course will examine and discuss our society and culture through the lenses of professional nonfiction emphasizing writing across the curriculum to improve our abilities to

process and analyze our lives, to enhance our knowledge and appreciation of our own lives and those of others.

The following Texas state-mandated objectives will be realized:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

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 1302; therefore, good attendance is required for you to pass this course. This holds especially true in an online environment.

First Class and Beyond:

By the first class day, 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 12 p.m. 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 1302 to receive a passing grade.

Major Assignment	% of Final Grade
Essay 1 – Literary Analysis	20%
Essay 2 – Annotated Bibliography	20%
Essay 3 – Research Essay	20%
Discussion Boards	15%
Journal	15%
Final Exam	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. You will also complete a course journal that will hold course materials generated this semester. The course journal 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 two 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 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. You may **not** make up missed discussion boards after I have graded them. If you see a zero for a grade, move onto the next discussion board.

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 writing. 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.

Literary Analysis—The literary analysis essay is an essay that closely examines and discusses themes and meanings inherent in a piece of literature that serves as a primary source. This assignment promotes analytic writing as well as the ability to focus on a primary source and determine personal and critical opinions about meanings. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style. See the detailed assignment under the assignments link in the course.

The Annotated Bibliography—The annotated bibliography is a crucial first step to sound research methods. This document essentially creates the bibliography that will be used in the research essay and then presents summaries of the sources' contents. The document will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style, and will present five sources. See the detailed assignment under the assignments link in the course.

The Research Essay—The research essay will analyze and/or argue a point based on a subject of your choosing and will smoothly incorporate your own ideas and opinions with those of the secondary sources gleaned from the annotated bibliography as well as others discovered subsequently. I encourage writers to explore their own interests, especially as they pertain to your lives, either culturally or professionally. The essay will be typed, in Times New Roman font, double-spaced, 5-7 pages in length, and utilize MLA style. See the detailed assignment under the assignments link in the course.

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 300 words. The precise prompts are listed in the syllabus per selected class day.

Final Examination—The final examination will focus on writing a profile based on research on an individual. You will be tasked with discovering credible information regarding an assigned public figure, reading and synthesizing the information, and then writing a critical analysis of this individual. See the detailed assignment under the assignments link in the course.

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 1302 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, move 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 seven on the days they are listed as due on the syllabus and responses be posted by midnight on the following course day. 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. Missing discussion boards is akin to missing class.**

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!

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.

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.

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-Grisham, 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, 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.

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.

Syllabus

Date	Assignment	Comments
Wed., 29 ^h May	**Read Course Introduction (i.e. syllabus and policies)	<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>
	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!	
	<i>The Norton Field Guide to Writing: Read Part One.</i>	
	**Check Announcements!!	
Thurs., 30 th May		
	<i>The Norton Field Guide to Writing: Read Part Two.</i>	
	<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? Discuss what the text means by academic and intellectual “engagement” ion Part One of the text.</i>	
	**Check Announcements!!	
Fri., 31 st May		
	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 11, 27, and 33.

**Check Announcements!!

Mon., 3rd 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 you 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? How is this contemplation of your writing habits an analysis of a situation?

**Check Announcements!!

Tues., 4th June

The Norton Field Guide to Writing: Read Chapters 17, 29, and 40.

**Check Announcements!!

Wed. 5th June Read Literary Analysis 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: Read Chapters William Faulkner’s “A Rose for Emily.”

****Check Announcements!!**

Thurs., 6th June

The Norton Field Guide to Writing: Read James Baldwin's "Sonny's Blues" and Adrienne Rich's "Aunt Jennifer's Tigers"

Journal element 3: Discuss what you believe are the main messages from the three pieces of literature we have read thus far. How were these developed by the authors and poets?

****Check Announcements!!**

Fri., 7th 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? Which of the pieces of literature we have read are most enjoyable to you and why? Respond to 2 posts!

The Norton Field Guide to Writing: Read Chapter 30 and "William Shakespeare's "Sonnet 29: [When in disgrace with fortune and men's eyes]" and Emily Dickinson's [A word is Dead].

****Check Announcements!!**

Mon. 10th June

The Norton Field Guide to Writing: Read Chapter 31 and "'One of Us . . .': Concepts of the Private and the Public in 'A Rose for Emily'"

Journal element 4: Answer question 1-5 after the above essay.

****Check Announcements!!**

Tues., 11th June

The Norton Field Guide to Writing: Read “‘They’ll See How Beautiful I Am,’ ‘I, Too,’ and the Harlem Renaissance.” Read Chapter 48

**Check Announcements!!

Wed., 12th June

Discussion board 5: Discuss what you hope to uncover in your literary analysis. Which piece of literature did you choose to analyze and why? How can literary analysis further our abilities to “read” the world, to navigate the often tricky business of living in our cultures and societies? Respond to 2 writers!

The Norton Field Guide to Writing: Read Chapter 49

**Check Announcements!!

Thurs., 13th June

Journal element 5: Present a rough draft of the literary analysis here (in other words, this journal is simply your drafting of the essay).

**Check Announcements!!

Fri., 14th June

****Literary Analysis Essay Due**

Discussion board 6: How do you feel about the essay and your writing processes? What are you most pleased with and what are you least satisfied with in terms of the writing processes and the finished product? Respond to 2 posts!!

The Norton Field Guide to Writing: Read Chapters 15 and 45; Read chapter 51 (MLA) and review Chapter 52 (the MLA style guide).

****Check Announcements!!**

Mon., 17th June Read Annotated Bibliography Assignment

The Norton Field Guide to Writing: Read Chapters 46 and 47.

Journal element 6: Explore a subject you wish to explore as your research project. Consider the following areas of intellectual pursuits and contemplations: your planned profession; your educational pursuits, your social and/or political interests, your civic engagement.

****Check Announcements!!**

Tues., 18th June

Find and read source articles.

****Check Announcements!!**

Wed., 19th June

Discussion board 7: Discuss the subject you have chosen to research for the research project (which includes the annotated bibliography and the research essay). Why did you choose this subject? What kinds of sources have you found and what have you discovered? Respond to 2 posts!

Find and read source articles.

****Check Announcements!!**

Thurs., 20th June

Find and read source articles

Journal element 7: Attempt one annotation for the annotated bibliography.

****Check Announcements!!**

Fri., 21st June

Discussion board 8: Discuss your researching and writing. How is the project coming along? Do you have any questions or frustrations you wish to share and perhaps receive advice from colleagues? Conversely, share any tips for the successful completion of the research project with one another. Respond to 2 posts—or as many as possible for this db!

The Norton Field Guide to Writing: Read Chapter 10.

****Check Announcements!**

Mon., 24th June

****Annotated Bibliography Due**

Read Research Essay Assignment

The Norton Field Guide to Writing: Read Chapter 48; review Chapter 49

Journal element 8: Evaluate your sources. Discuss what makes them credible and useful to your research essay. Write a thesis for the research essay and briefly sketch out the focus and development for the essay (i.e. write an abstract for it).

****Check Announcements!!**

Tues., 25th June

The Norton Field Guide to Writing: Read Chapters 50 and 12

****Check Announcements!!**

Wed., 26th June

Discussion board 9: Discuss your conception of the difference between analysis, persuasion (argument), reporting. Can essays combine all of these modes into one writing project? Which is your favorite type of writing? How are you combining personal experience into your research topic? Respond to 2 posts!!

The Norton Field Guide to Writing: Read Chapter 13 and Eleanor J. Bader's "Homeless on Campus."

****Check Announcements!!**

Thurs., 27th June

The Norton Field Guide to Writing: Read Alena Tugend's "Multitasking Can You Lose . . . Focus" and Nicholas Carr's "Is Google Making Us Stupid?"

Journal element 9: Answer the questions 1-5 after the assigned readings for today.

****Check Announcements!!**

Fri., 28th June

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., 1st July

****Research Essay Due**

Read final examination assignment

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., 2nd July

catchup day

Wed., 3rd July

****Journal Due**

Fri., 5th July

****Final Examination Due**

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