

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

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Office Location: MAB 114

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

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Required Texts, Materials, Supplies

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

Course Expectations

This is an intensive hands-on writing course which requires your participation in daily writing processes and assignments, peer discussions, and consistent completion of assignments—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 in 12pt font, double-spaced, Times New Roman typeface in Modern Language Association (MLA) format and submitted to the assignments link in Blackboard as **Word attachments**.

Course Objectives

The purpose of this course is to improve fluency in writing and research 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 discussion, 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 qualitatively 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,
- 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 have posted 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 each class day (i.e. Monday-Friday) when applicable. 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.**

****Blackboard now offers a feature allowing students to receive notices regarding class due dates and assignments via smartphone apps. It is a free download and appears to be quite informative and helpful.****

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%
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 two essays, and annotated bibliography, 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 in 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 understanding of methodologies of composition and theories on and about research through improved abilities to articulate your growing knowledge-base and expertise in the subjects at question. 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 and other forms of literature by professional writers that serve as examples of the modes we are studying and (2) theoretical chapters about writing and research. 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 without prior permission. 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 due. Thus, discussion boards must be posted by seven p.m. on the days they are listed as due on the syllabus and calendar 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 Schwartze-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 for any course.

Journal element 2: Define the five components of the rhetorical situation as discussed in the text and cite examples from your experiences.

****Check Announcements!!**

Week Three

Discussion Board 3: 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? How is this contemplation of your writing habits an analysis of a situation? Respond to two writers!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

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

Journal element 3: Freewrite for fifteen minutes about any topic. This is called an open-topic freewrite, and the only rule is that, once you begin, don't stop!

****Check Announcements!!**

Week Four

*Read assignment for literary analysis essay

Discussion Board 4: 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!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read “A Rose for Emily” and “The First Book” in Chapter 66.

Journal element 4: Discuss what you feel is the main themes and meanings of “A Rose for Emily” and “The First Book.”

****Check Announcements!!**

Week Five

Discussion Board 5: What pieces of literature we have read are you most interested in writing about and why? What analytic approach will you take? Respond to 2 posts!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read “The Yellow Wallpaper,” “Theme for English B,” William Shakespeare’s “[A word is Dead].”

Journal element 5: Discuss what you believe are the main messages in the pieces of literature assigned this week. How were these developed by the authors and poets?

****Check Announcements!!**

Week Six

Discussion Board 6: Discuss the concept of analysis. What does it mean to analyze a piece of literature—attempt to discuss this both connotatively and denotatively (look up the terms!). Respond to two posts!!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read Chapter 30, 31, and 47.

Journal element 6: Present an outline for the literary analysis essay that first offers a thesis sentence and then at least three main points the essay will make. Develop a title that suggests the thesis of the essay, as well as presents some “hook” to entice the reader’s attention. Finally, tie textual examples to each of the main points in the outline. These include paraphrases and quotes.

****Check Announcements!!**

Week Seven ***Literary Analysis essay due!!!**

Discussion Board 7: Discuss your understanding of sound research methods. What connotes a sound and significant source? What are acceptable methods for discovering sound sources? What is plagiarism versus paraphrasing? Where do you find the databases and why are they strong choices for research? Give one another advice! Respond to two posts!!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Chapter 48 and 49.

Journal element 7: Discuss your writing processes for the literary analysis essay in detail. What worked well for you? What proved dissatisfying or challenging? Did you seek collaboration in the form of outside readers (e.g. tutoring)? How did that go? What about the finished product are you most pleased with and what are you least satisfied with? Respond to two posts!!

****Check Announcements!!**

Week Eight *Read the Annotated Bibliography assignment

Discussion Board 8: Discuss your understanding of what an annotated bibliography is, and why it is valuable as a step toward writing researched essays. Offer advice to your colleagues. Respond to two posts!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read Chapter 39, 41, 51

Journal element 8: 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!!**

Week Nine *Find and read two sources

Discussion Board 9: 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!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read Chapter 53, 54, “Wikipedia as a site of Knowledge Production” (pg. 816)

Journal element 9: Answer the questions, 1-5 after the essay assigned above. Create the bibliography and summary for the two sources found.

****Check Announcements!!**

Week Ten *Read Research Essay Assignment
 **Find and read three sources

Discussion Board 10: Discuss what you hope to uncover in the research essay and how or if the annotated bibliography will be utilized and helpful toward the completion of the assignment. Respond to 2 posts!!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read “Is Google Making Us Stupid?” (pg. 789) and “Homeless on Campus” (pg. 764)

Journal element 4: Answer question 1-5 after the above essays. Create the bibliography and summaries for the three sources found.

****Check Announcements!!**

Week Eleven *Annotated Bibliography Due

Discussion Board 11: Discuss the arguments being made in the essays assigned for today. How are these about the shifting rhetorical climates in culture today? Why is it important to appreciate and work to cultivate the abilities to communicate at more formal platforms and in more correct manners? Respond to two posts!!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read “Multitasking Can Make You Lose . . . Um . . . Focus” (pg. 779) and “U Can’t Talk to UR Professor Like This” (pg. 165)

Journal element 11: I have assigned several essays about the challenges of today’s technologies on communication. How do you feel about all of the options that exist—what are the pros and cons of the knowledge continuum, the ease and the challenges inherent in that ease?

****Check Announcements!!**

Week Twelve

Discussion Board 12: Peruse the chapters on genres (chpts. 10-23) and discuss which of the genres (i.e. rhetorical modes) you plan to develop in your research essay. For instance, will you write a piece of reporting, an argument, a profile, etc.? In your discussion, illustrate the key elements of this type of writing. Respond to two posts!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read Chapter 49 and 50.

Journal element 12: Create an outline for the research essay. This should include a working title (again, suggest the thesis and engage the reader), a thesis, at least three main points for sections, and the sources you will use for sections. Essentially, you are creating your own roadmap to follow for when you actually compose.

****Check Announcements!!**

Week Thirteen

Discussion Board 13: Discuss how the research and writing progresses. Ask for and offer advice of your colleagues. Respond to at least two posts—more, if you can.

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

Journal element 13: Write a rough draft of the essay.

****Check Announcements!!**

Week Fourteen

*Research Essay Due
*Read Final Examination Assignment

Discussion board 14: Discuss the essay you read for this week—why did you choose it and what did you think of how it was written, the subject, the authorial intention and voice? Respond to two posts.

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

The Norton Field Guide to Writing: Read any essay in the readings section we have not yet been assigned.

Journal element 14: Freewrite on any topic you would like. Essentially time yourself for fifteen minutes and write like the wind!

****Check Announcements!!**

Week Fifteen

*Journal Due

Discussion Board 15: Bid farewell to your colleagues. What are your plans after this course? What did you learn in terms of your subject and research methods? Respond to all posts!!

***Discussion Board posts are due Tuesdays at seven p.m. and responses due Wednesdays at midnight.*

Journal element 15: Bid farewell to me. Also, explore your aspirations for school and future professions. Finally, if you have suggestions for revisions to this course, please offer them here—they prove really helpful as I further develop online courses.

****Check Announcements!!**

Week Sixteen

*Final Examination Due (Tuesday)
