

**Sul Ross State University  
Policy Statement and Syllabus  
English 1301  
Spring 2020**

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### **Required Texts, Materials, Supplies**

- Bullock, Richard, et.al. *The Norton Field Guide to Writing with Readings and Handbook*. (fifth edition)
- Paper and three-tab folder
- Pens, pencils

### **Course Expectations**

This is an intensive hands-on writing workshop which requires your participation in weekly discussion and practice, peer review, and group work. You must have access to a computer and be able to use word processing software 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.

### **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 essay examinations. The objective goal, ultimately, is for you to see qualitative improvements in your ability to think and express your thoughts critically and quantitatively to improve your abilities to read and write fluently.

### **Student Learning Outcomes:**

Graduating students in English will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. 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
4. Demonstrate creativity or originality of thought in written or multimedia projects

5. Compare/contrast and analyze major works and periods within World, English, and American literature.

**Educator Standards:** For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading 8-12 Standard IV:

English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: *The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

Competency 007: *The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

## **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 peer reviews, workshops, and group class experiences. You must complete satisfactory work and actively participate in class to complete English 1301; therefore, good attendance is required for you to pass this course.

This class is a workshop. You will be required to turn in all parts of the writing process for essays at various times within the semester—this may include the invention, rough draft, revised draft, and/or edited draft, and final draft. These elements help determine your course grade via different forums (e.g. journal elements, major essay drafts).

**Major Assignments:** Students are responsible for all assignments in this course and must satisfactorily complete all major assignments in English 1301 to receive a passing grade.

Assignments and their weights are as follows:

Memoir Essay	20%
Reflection Essay	20%
Literacy Narrative Essay	20%
Course Journal	20%
Final Examination	20%

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Total	100%
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**Late Work:** All major assignments and/or projects, etc. are due on the dates assigned, at the beginning of the class period, unless otherwise noted. Once I have picked up the assignments, your assignment is late. You are responsible for your work being presented correctly and on time. **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. **\*\*Students who fail to produce a completed and typed essay for draft workshop will lose five points from the final essay grade.** Missed work may only be made up with no penalty in the event of a sanctioned excuse. Excused absences include university-sanctioned events, a death of an immediate member of your family, or an illness for which a doctor prescribes bed-rest. All three of these require documentation to be considered excused. It is your responsibility to provide me with documentation within a week of the absence.

**Absences:** English 1301 is conducted as a workshop that benefits from the cooperation and collaboration of all present—being on time and attending regularly is in your own best interest. Recent studies have shown that academic success is more often tied to students' time spent in class than to the time spent studying. It has been my experience in the past decades of college teaching that students who skip class struggle to succeed. Engaged and present students fare much better in their academic successes.

### **Grading Scale:**

Percentages and Grade Equivalents for English 1301:

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!**

With respect toward me and your fellow students, please turn OFF all electronic devices and stow them in your bags for the duration of this class. This includes ear pieces such as headphones and earbuds. While you are in class, these devices tend to disrupt your attention span and intellectual development.

If, for any reason, you require accommodations for the successful completion of this course, please see me immediately so that we may make arrangements.

*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 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.*

Writing tutoring is available at the TLC within the library, first floor. The tutors there are happy to help you in the pursuit of improving your writing skills.

## Syllabus

<b>Date</b>	<b>Assignment</b>	<b>Comments</b>
Tue. Jan. 14	<i>Course introduction</i>	
Thurs. Jan. 16	<i>Pre-Assessment Examination</i>	
Tue. Jan. 21	<i>Memoir Introduction to rhetoric Chapters 5-9</i>	
Thurs. Jan. 23	<i>Memoir Chapter 1-4</i>	
Tue. Jan. 28	<i>Memoir Chapter 18 and 45</i>	
Thurs. Jan. 30	<i>Memoir Chapter 29</i>	
Tue. Feb. 4	<i>Memoir Chapter 35</i>	
Thurs. Feb. 6	<i>Memoir 30 and 42</i>	
Tue. Feb. 11	<i>Memoir MLA Formatting Chapter 43</i>	
Thurs. Feb. 13	<b>Memoir Draft Due</b>	
Tue. Feb. 18	<b>Memoir Due</b>	

Thurs. Feb. 20	<i>Reflection</i> <i>Chapter 21</i>
Tue. Feb. 25	<i>Reflection</i> <i>Chapter 27</i>
Thurs. Feb. 27	<i>Reflection</i> <i>Chapters 31</i>
Tue. Mar. 3	<i>Reflection</i> <i>Chapter 37 and 39</i>
Thurs. Mar. 5	<i>Reflection</i> <i>Chapter 41</i>
Tue. Mar. 10	Spring Holiday
Thurs. Mar. 12	Spring Holiday
Tue. Mar. 17	<b>Reflection Draft Due</b>
Thurs. Mar. 19	<b>Reflection Due</b> <i>Choose book for final examination</i>
Tue. Mar. 24	<i>Literacy Narrative</i> <i>Chapter 10</i>
Thurs. Mar. 26	<i>Literacy Narrative</i> <i>Chapters 32</i>
Tue. Mar. 31	<i>Literacy Narrative</i> <i>Chapter 33</i>
Thurs. Apr. 2	<i>Literacy Narrative</i>

Tue. Apr. 7	<i>Literacy Narrative</i>
Thurs. Apr. 9	<i>Literacy Narrative</i>
Tue. Apr. 14	<i>Literacy Narrative</i>
Thurs. Apr. 16	<i>Literacy Narrative</i>
Tue. Apr. 21	<b>Literacy Narrative Draft Due</b>
Thurs. Apr. 23	<b>Literacy Narrative Due</b> <i>Chapter 46</i>
Tue. Apr. 28	<b>Journals Due</b> <i>Review for final examination</i>

**Final Examination:**

**\*I will not accept any late work after your assigned final examination period.\***