

English 2341 W01
FALL 2019
Course Syllabus



Instructor:	Francine K. Richter, PhD
Office Hours:	M/W 11:30-3:00 p.m. T/Th 11:00-3:00 p.m.
Office Location:	MAB 112A
Telephone:	Office: 432-837-8667 Cell 432-386-2677
Email Address:	frichter@sulross.edu
Class Schedule:	All weekly assignments are due on the next Sunday by 6:00 p.m.
Classroom Location:	Web
Required Text:	Greg Johnson and Thomas Arp, eds. <i>Perrine's Literature: Structure, Sound, and Sense</i> , 12th ed. Boston: Wadsworth 2015. ISBN-13:978-1-285-05205-2

Section I. Course Objectives and Description

English 2341: Forms of Literature is a course which seeks to expand the reading and composition aspects of literacy for students. The students will analyze selections in the textbook also analyze a contemporary work of literature with their own research for scholarly, analytical, academic articles by experts in the field and write the Semester Analytical Paper. Within this project, they will also make both personal and cultural associations with their chosen literary piece. This is informally called the “My Story” in scholarly circles. Upon the successful completion of this course, students ought to be able to recognize the structures of reading and writing at all levels; incorporate formal and informal research into their writing more fluently; produce more effective writing than ever before; approach writing with greater confidence and energy; improve skills in communication in order to succeed in a global society; demonstrate a knowledge of the writing process, (i. e., gathering, organizing, writing, rewriting and publishing); and master the basic techniques for improving the quality of writing. They will consider and gain experience in considering themes, characterization, plot, setting, metaphorical language, structure, and style. In writing, they will learn to consider audience, purpose, genre, stance, and media/design. The major writing assignments will be essays, analytical papers, and an autobiography.



Section II. Student Learning Outcomes

Graduating students in English will demonstrate that they can (SLO 1.) Construct essays that demonstrate unity, organization, coherence, and development (SLO 2.) Analyze literary works by applying principles of literary criticism or theory (SLO 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 (SLO 4.) Demonstrate creativity or originality of thought in written or multimedia projects (SLO 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 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.



To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.



Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip students to navigate excellence in the 21st century by developing communication skills across multiple courses. This Languages and Literature English 3312: Advanced Composition course is designed to enhance student communication skills. Therefore, this course has the following QEP Student Learning Outcome:



Section III. QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral, and/or visual).

Section IV. Course Requirements and Grading

English 3312 will be graded according to the following percentages:

Assignments	20%
Tests	20%
Semester Paper	40%
Final Exam	20%

Grading Percentages: English 3312 will be graded on the percentage of 100: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below

Section V. Policies

1. Put only the course name and number in the Subject line of emails.
2. Sign your emails to me with a first and last name.
3. Use Arial, 12-point font and MLA style.
4. Double-space and do not leave extra space anywhere on the page.
5. Give your work an interesting, original title.
6. Five points will be deducted per day from the grade you would have earned before turning the assignment in as late work.
7. No credit for late assignments after Friday at midnight of the week the assignment was due.
8. Submit all writing assignments to Smarthinking.
9. Put the complete Assignment directions in the Assignment box when submitting work to Smarthinking.
10. Follow all the e-structor's revision instructions and highlight all the corrections you made in your new, revised work.
11. Do not make corrections on the marked-up essay.
12. Submit the complete Smarthinking Report (with marked-up paragraphs or essays) on ONE document only to Blackboard.
13. After you have done this, I will tell you more important ways to improve your writing. There will thus be two reviews of all your work—the Smarthinking tutor's and mine.
14. Essays are a minimum of 500 words.
15. Answers to the questions on tests should be based directly and precisely on the textbook only.
16. The most valuable part of this course in terms of importance is the Semester Analytical Composite Paper.

17. After the Syllabus Quiz, there is a Study Guide for every question that will appear on every test for this course.
18. A grade code of "12345" on an assignment means that there are problems with your work that must be fixed.
19. Cite all information and use quotation marks in your essays and papers that are not commonly known facts.
20. Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F."
21. Paraphrased material--putting someone else's ideas into your own words--must be cited and should come from the library.

Section VI. University Programs and Policies

ADA. It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning challenge, please contact the ADA Coordinator in the Counseling office in Ferguson Hall, Room 112. The mailing address is PO Box C-122, Alpine, TX 79832.

Tutoring

The Writing Center tutors are in the Bryan Wildenthal Memorial Library.

Course Calendar

Date	Assignment
January 13-19	Blackboard, Distance Education, Syllabus, and "An Introduction to Writing" Quizzes
January 19-26	Complex Short Story title, Author's Name, Personal and Cultural Connections
Jan 26-Feb 2	Works Cited and Highlighted Hard Copies
February 2-9	Introduction to Semester Analytical Paper
February 9-16	Paragraphs One-Four
February 16-23	Paragraphs One-Seven
Feb 23-March 1	Paragraphs One-Ten
March 1-8	Conclusion to first half of paper—Paragraph Eleven
March 8-15	SPRING BREAK Autobiography
Mar 15-22	Reporting Quiz and Essay
March 22-29	Explaining Quiz and Essay
Mar 29-April 5	Arguing Quiz and Essay
April 5-12	Reflecting Quiz and Essay
April 12-19	Read Text and Begin Writing Final Exam Essays

April 19-26	Final Exam
April 29	Last Physical Class Day
April 30	Dead Day
May 1, 4-6	Physical Final Exams
May 8	Graduation Ceremony
	Final Grades

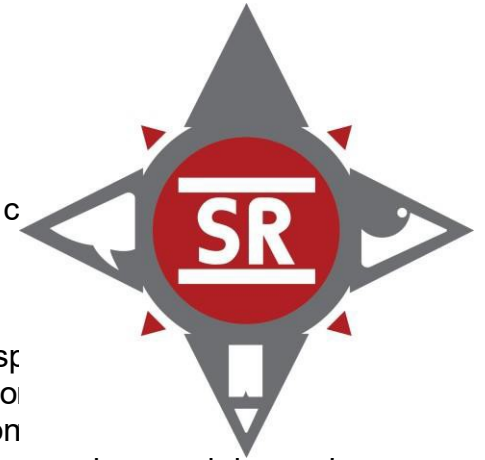
QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication to effectively convey information, and/or by which two or more people reach understanding.

Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is used to evaluate communication in an academic environment to determine that the central message is conveyed through multiple supporting materials and purposefully organized. Communication in an academic environment includes a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposefully organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.



Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student

considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.

- **Technique:** Execution or performance of communication skills given the mode of communication. For example, **in writing, technique may include mechanics and use of style**; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

This Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	4 = Exemplary	3 = Satisfactory	2 = Developing	1 = Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.

Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently references information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.