

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

Instructor: Laura Payne, Ph.D.

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Office Location: MAB 114

Office Hours: by appointment

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Materials and Supplies

- Paper and three-tab folder
- Pens, pencils
- Computer or tablet (if you have it) for use during class

***We will not utilize a textbook in this course. I will provide links or versions of textual information needed.*

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 TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

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.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

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%

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.

No e-cigarettes. No vaping. No-how.

Disabilities and Counseling Services

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.

Tutoring

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.

Statement on Wearing Masks

Because of the pandemic currently being experienced, Sul Ross aims to do our part to prevent further spread of the novel coronavirus SARS-CoV-2. A mandatory campus-wide mask policy is in place, given the high level of contagion of this coronavirus and the implications of its disease COVID-19. Following guidelines from the Centers for Disease Control, face masks can be cloth and must cover your nose and mouth. Masks must be kept on during classes and within all public places in campus buildings at all times as part of this community-wide effort to prevent more spreading of COVID-19. Failure to do so will be treated as a class disruption, per the Student Handbook, and will result in immediate dismissal from class.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Syllabus

Date	Assignment	Comments
Mon. 8/24	<i>Course introduction</i>	
Wed. 8/26	<i>Further introductions</i>	
Fri. 8/28	<i>Memoir</i> <i>Introduction to rhetoric</i>	
Mon. 8/31	<i>Memoir</i>	
Wed. 9/2	<i>Memoir</i>	
Fri. 9/4	<i>Memoir</i>	
Mon. 9/7	Labor Day Holiday!	
Wed. 9/9	Memoir	
Fri. 9/11	<i>Memoir</i>	
Mon. 9/14	<i>Memoir</i>	
Wed. 9/16	<i>Memoir</i>	

Fri.9/18	<i>Memoir</i>
Mon. 9/21	<i>Memoir</i>
Wed. 9/23	<i>Memoir</i>
Fri. 9/25	Memoir Draft Due
Mon. 9/28	Memoir Due in Blackboard (by 11:55 p.m.)
Wed. 9/30	<i>Reflection</i>
Fri. 10/2	<i>Reflection</i>
Mon. 10/5	<i>Reflection</i>
Wed. 10/7	<i>Reflection</i>
Fri. 10/9	<i>Reflection</i>
Mon. 10/12	<i>Reflection</i>
Wed. 10/14	<i>Reflection</i>

Fri. 10/16 *Reflection*

Mon. 10/19 *Reflection*

Wed. 10/21 *Reflection*

Fri. 10/23 *Reflection*

Mon. 10/26 *Reflection*

Wed. 10/28 *Reflection*

Fri. 10/30 **Reflection Draft Due**

Mon. 11/2 **Reflection Due in Blackboard (by 11:55 p.m.)**

Wed. 11/4 *Literacy Narrative*

Fri. 11/6 *Literacy Narrative*

Mon. 11/9 *Literacy Narrative*

Wed. 11/11 *Literacy Narrative*

Fri. 11/13 *Literacy Narrative*

Mon. 11/16 *Literacy Narrative*

Wed. 11/18 *Literacy Narrative*

Fri. 11/20 *Literacy Narrative*

Mon. 11/23 **Literacy Narrative Draft Due**
Course Journal Due in Blackboard (by 11:55 p.m.)
**if you are turning it in in person, it is due at the end of class*

*****Class moves to Blackboard here*****

Wed. 11/25 **Thanksgiving Holiday!**

Fri. 11/27 **Thanksgiving Holiday!**

Mon. 11/30 **Literacy Narrative Due in Blackboard (by 11:55 p.m.)**

Wed. 12/2 Final Examination review

Final Examination: Due in Blackboard on 12/8 by 11:55 p.m.

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