Sul Ross State University
Policy Statement and Syllabus
English 1301
Fall 2021

Instructor: Laura Payne, Ph.D. Email: lbutler@sulross.edu

Office Location: BAB 104 Office Hours: By arrangement

Office Phone: 837.8744

Required Texts, Materials, Supplies

- Consistent access to a computer—the course materials will be available on Blackboard

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 essay examinations. 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.

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 1301; therefore, good (virtual) attendance is required for you to pass this course. This holds especially true in an online environment.

First Class and Beyond:

By noon on the first day of class, 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 at least twice a week and as needed. I will be "off-line" on the weekends, which will begin by 12 p.m. Fridays and continue until noon 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 Blackboard support (listed on the main Blackboard pages) 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 1301 to receive a passing grade.

Major Assignment	% of Final Grade
Essay 1 – Memoir	20%
Essay 2 – Reflection	20%
Essay 3 – Literacy Narrative	20%
Discussion Boards	15%
Journal	15%
Final Exam –primary source essay	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 based on a reading I will assign. 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 three hours a week (think class attendance) working on this course, with <u>additional</u> 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 two to three hundred words. Reponses 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.

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 nonfiction. 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.

Pre-assessment Essay—The pre-assessment essay, which will occur in the first weeks of the semester, asks you to write a brief essay to a prompt which will be provided to you. This is a required and will be assessed; however, the grade will not be calculated in your grade average for the course. This assignment is part of a state-mandated assessment model.

The Memoir—The memoir is, essentially, life writing. You will write an essay which tells a memory in detail and then analyzes its personal significance to you and your life. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

The Reflection—The reflection is an essay that asks you to contemplate a concept or idea in terms of its various angles. The evidence for the discussion will be your life. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

The Literacy Narrative—The literacy narrative is an essay that explores your relationship with language and communication. It should be based on your life, but it will focus on communication as its platform. The essay will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

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

Final Examination—The final examination will be a repeat of the pre-assessment prompt. That is, I will ask you to write fully-developed essay that explores key concepts and personal analyses of the session's work. The goal of this assignment is to apply our discussions and growing skills in analytic writing. It will also measure your ability to pull together the semester's significant ideas comprehensively and clearly.

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 1301 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, more on. Discussion boards may not be late. If you receive a 0 on a discussion board, move on. You may not make that grade up in arrears without prior approval from instructor or graduate teaching assistant.

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 (i.e. discussion board replies). 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 7 p.m. on Tuesdays and responses be posted by midnight on Thursdays. 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.**

Grading Scale:

Percentages and Grade Equivalents:
A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

Miscellaneous – but important!

If, for any reason, you require accommodations for the successful completion of this course, please let me know as soon as possible so that we may make arrangements.

My office hours are, of course, "cyber" hours, although I will be available on campus at Sul Ross, as well. Please do not hesitate to call the office phone. Or, I can provide further numbers and arrange more convenient times to speak as necessary. I will answer emails within 48 hours of receiving them (with the exception of weekends), so please do not wait until the last moment to ask questions.

Student Learning Outcomes (SLO)
All courses aligned with specific degree programs should use the Student Learning Outcomes of that program that are reported to SACSCOC. The Academic Assessment Program Coordinators can provide students learning outcomes for each degree plan.

Marketable Skills
All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504

American with Disabilities Act
SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library in Alpine. 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 logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu.The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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.

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

Week 1 (8/23) **Read Course Syllabus

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.

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!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 2 (8/30)

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? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 3 (9/6)

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!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 4 (9/13) Read Memoir Essay Assignment

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? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 5 (9/20)

Discussion Board 5: Discuss your ideas for the memoir essay. Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 6 (9/27) Memoir Essay Due

Discussion Board 6: Discuss the process for writing the memoir. What went well and what did not? Also, which of the essay we read in the unit did you enjoy most. Why? Which did you not? Again, why? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 7 (10/4) Read Reflection Essay Assignment

Discussion Board 7: Discuss what you feel the differences are between the reflection and the memoir essay. In the discussion, focus on structures. What are your ideas for the reflection essay? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 8 (10/11)

Discussion Board 8: Reflect on what it means to be a college student. Focus on three aspects of college life. Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 9 (10/18)

Discussion Board 9: Think of an activity you enjoy. Discuss three aspects of that activity that you deem as contributing to you interest and enjoyment. Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 10 (10/25) Reflection Essay Due

Discussion Board 10: Discuss your writing processes for the reflection essay. Did they shift at all from the memoir? Are you feeling as if your writing is developing at this point in the semester? Finally, discuss which essays you enjoyed most and which you did not in the unit. Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 11 (11/1) Read Literacy Narrative Essay Assignment

Discussion Board 11: "Se Habla Espanol" is a particularly satisfying literacy narrative to read. Discuss why it is successful. Also, what are your ideas for the literacy narrative assignment? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 12 (11/8)

Discussion Board 12: Write about a time you had to tell a hard truth to someone. How did you come to this rhetorical situation? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 13 (11/15)

Discussion Board 13: Write about your earliest memories of reading and/or writing. Did you struggle in any way, or have you always enjoyed reading and writing? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 14 (11/22) Literacy Narrative Due

Discussion Board 14: The concept for this essay is often daunting, but I find students tend to really enjoy writing it. Share with your classmates what you wrote about for the assignment. Did you enjoy writing this essay? Respond to 2 posts!

Journal: Check announcements for journal element assignments!

Readings: Check announcements for reading assignments!

**Check Announcements!!

Week 15 (11/29) Journal Due
Read Final Examination Assignment

Discussion Board 15: 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!!

Week 16 (12/6) ** **Final Examination Due (12/6 @ 11:55 p.m.)**

**Check Announcements!!