

**Sul Ross State University
Policy Statement and Syllabus
English 1302
Summer II 2022**

Instructor: Robin Alvarez

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Office Location: Del Rio

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

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Required Texts, Materials, Supplies

- Provided as a pdf: Literature & Composition: Reading, Writing, Thinking
- Provided as a pdf: Norton's Field Guide to Writing
- Additional readings will be provided as digital files or internet links
- Consistent access to a computer and internet

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 in 12pt font, double-spaced, Times New Roman typeface in Modern Language Association (MLA) format and submitted to the assignments link in Blackboard. Assignments must be submitted as a Word document or as a PDF.

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 an essay examination. The objective goal, ultimately, is for you to see qualitative improvements in your ability to think and express thoughts critically and to quantitatively 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,
- 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 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 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 each class day (i.e. Monday-Friday). 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. If you do not write documents in Word, convert them to PDFs for submission. Please contact Tim Parsons or the help line at SHSU if you have technical problems or questions. Their contact information is available on the Blackboard main pages. 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 1302 to receive a passing grade.

Major Assignment	% of Final Grade
Essay 1 – Literary Analysis	20%
Essay 2 – 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 three essays 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 of your answers. The posts must be approximately three hundred words. Responses to posts should be approximately one hundred words. Responses to the initial postings of other students that essentially say nothing but "I agree with Rebecca" are unacceptable; your response should add to the discussion. 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. You may **not** make up missed discussion boards after I have graded them. If you see a zero for a grade (or indeed the discussion board has been rendered unavailable), move onto the next discussion board.

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 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, their main ideas. 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. *The assignment link will be closed until the end of the term so that you do not attempt to turn in single elements.*

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. If you see a zero in the grade book, move on. ***If you are struggling, please do not wait to contact me to discuss appropriate paths to your success!***

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. This does not apply to discussion boards, which do not allow for late makeups. 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 seven on the days they are listed as due on the**

syllabus 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 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.

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.

Syllabus

Date	Assignment	Comments
Wed., 6 th July	**Read Course Introduction (i.e. syllabus and policies)	<i>If you haven't taken a Blackboard course before, take the practice tutorial and exam; it's a great idea even if you've taken one in the past. 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.</i>
	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!!!	
	Read “Close Reading: Analyzing Poetry and Passages of Fiction” Pages 19-58 in Literature and Composition textbook	
	**Check Announcements!!	
Thurs., 7 th July	Finish responding to all discussion board 1 posts. Finish reading “Close Reading: Analyzing Poetry and Passages of Fiction” Pages 19-58 in Literature and Composition textbook	
	**Check Announcements!!	
Fri., 8th July	Journal element 1: Complete the activity on page 25 of the reading. Make sure you’re following the guidelines for journal writing which is outlined in the syllabus.	
	Read: “Analyzing the Big Picture: Analyzing Fiction and Drama” Pages 59-121 in Literature and Composition textbook	

****Check Announcements!!**

Mon., 11th July

Discussion board 2: Discuss the importance of close reading? How do authors use stylistic choices to convey meaning? Which of the stylistic choices listed in the reading are you most familiar with? How is close reading different from examining the big picture? Which of the two seem easier to you? Respond to 2 posts!!

Read: “The First Day” by Edward P. Jones Pages 85-88 of Literature and Composition Textbook
Video: Then watch the video lecture on theme

Read Literary Analysis Essay Assignment

****Check Announcements!!**

Tues., 12th July

Finish responding to two posts from Discussion 2.

Read: William Faulkner’s “A Rose for Emily” while keeping possible themes or messages in mind (Pages 657-664 of Literature and Composition Textbook)

Read James Baldwin’s “Sonny’s Blues” (Pages 1041 – 1065 of Literature and Composition Textbook)

****Check Announcements!!**

Wed., 13th July

Read Julia Alvarez’s “First Muse” Pages 521-523 of Literature and Composition Textbook

Journal element 2: Discuss what you believe are the main messages (themes) from the three pieces of literature (A Rose for Emily, Sonny’s Blues, and First Muse) we have read thus far. How were these themes developed by the authors and poets?

****Check Announcements!!**

Thurs., 14th July

Read “Entering the Conversation” Pages 123 - 160 of Literature and Composition Textbook
Read “[Citing Sources](#)”

**Check Announcements!!

Fri., 15th July

Finish reading “Entering the Conversation” Pages 123 - 160 of Literature and Composition Textbook
Read and Complete “[Citing Sources Interactive](#)”
Watch video lecture on how to cite for your literary analysis essay.

**Check Announcements!!

Mon., 18th July

Discussion board 3: Discuss what you hope to uncover in your literary analysis. Which piece of literature did you choose to analyze and why? How can literary analysis further our abilities to “read” the world, to navigate the often tricky business of living in our cultures and societies? Respond to 2 writers!

Read: Theodore Roethke “My Papa’s Waltz” and read: Robert Hayden’s “Those Winter Sundays” Pages 307 - 309 of Literature and Composition Textbook

Read: “Student Writing: Comparison and Contrast” Pages 360 - 362 of Literature and Composition Textbook

**Check Announcements!!

Tue., 19th July

Finish responses to discussion board 3.

Journal element 3: Complete questions 1-5 from “Student Writing: Comparison and Contrast”

**Check Announcements!!

Wed., 20th July

Read “[Direct Quoting](#)”

Read “[Paraphrasing](#)”

Work on your Literary Analysis Essay which should be cited correctly (Works cited page, in-text citations for direct quotes and paraphrasing, etc.)

**Check Announcements!!

Thur., 21st July

Read “Student Writing: Close Reading fiction” page 563 – 565 of Literature and Composition Textbook

Use the works cited interactive practice template to create the citation you need for your literary analysis essay: [click here](#)

Remember that your readings are coming from your Literature & Composition textbook

Work on your Literary Analysis Essay

**Check Announcements!!

Fri., 22nd July

****Literary Analysis Essay Due**

Read Annotated Bibliography Assignment

Read “Mexicans Begin Jogging” by Gary Soto pages 518 – 519 of Literature and Composition Textbook

**Check Announcements!!

Mon., 25th July

Watch “How to use JSTOR for finding secondary sources”

Read: “[Annotated Bibliography](#)”

Read “Identity and Culture” pages 367-368 of Literature and Composition Textbook

Discussion board 4: Answer questions 2 and 6 from “Mexicans Begin Jogging.” Briefly talk about subjects you wish to explore for your research project which will guide your annotated bibliography assignment. Respond to 2 posts!

**Check Announcements!!

Tues. 26th July

Finish responding to Discussion Board 4.

Watch video on “How to use google scholar for finding secondary sources”

Read: “MLA Guidelines for a List of Works Cited” pages 1473 – 1478 of Literature and Composition Textbook

Read and View a Sample Annotated Bibliography here: [Click here](#)

Find and read source articles.

**Check Announcements!!

Wed., 27th July

Read “[Evaluating Scholarly Sources](#)”

Read “Interpreter of Maladies” by Jhumpa Lahiri page 434 – 449 of Literature and Composition Textbook

Find and read source articles.

Journal element 4: Attempt one annotation for the annotated bibliography. Answer question number one from “Interpreter of Maladies.”

**Check Announcements!!

Thurs., 28th July

Find and read source articles.

Work on your annotated bibliography.

Read: *The Norton Field Guide to Writing*: Chapter 10.

**Check Announcements!!

Fri., 29th July

****Annotated Bibliography Due**

Read Research Essay Assignment

Read and Complete "[Prewriting Interactive](#)"

Read "[Thesis Statements](#)"

**Check Announcements!!

Mon., 1st August

Read "[Research Papers](#)"

Watch "[Thesis Statements](#)" Video

Work on your Research Essay Assignment

**Check Announcements!

Tues., 2nd August

Read "Sample Research Paper: Against the Odds" from Norton's Field Guide to Writing Pages

Read "Norton's Field Guide to Writing: Chapter 33" pages 331 - 343

Work on your Research Essay Assignment

**Check Announcements!!

Wed., 3rd August

Watch "[Paragraph organization](#)"

Work on your Research Essay Assignment

**Check Announcements!!

Thurs., 4th August

Read “Norton’s Field Guide to Writing: Chapter 34” pages 344 - 349
Work on your Research Essay Assignment
Read final examination assignment

****Check Announcements!!**

Fri., 5th August

****Research Essay Due**

Read final examination assignment
Read “Revising and Proofreading”

You have the weekend to complete and turn in your journals as well as the Final Exam. Please don’t wait until Monday to consider these assignments because you will be overwhelmed.

****Check Announcements!!**

Mon., 8th August

****Journal Due**

****Final Examination Due**

****Check Announcements!!**
