



ENGLISH

1302



SUL ROSS
THE FRONTIER UNIVERSITY of Texas

Policy Statement and Syllabus English 1302

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Office Hours
Cyber: Email, Phone, or Video Conference
Weds & Thurs
10am – 12pm

Required Texts, Materials, Supplies

- Norton Field Guide to Writing with readings and handbook (6th edition)
- Additional readings will be provided as digital files or internet links
- Consistent access to a computer and internet

Course Information:

- Year Course Offered: 2025
- Semester Course Offered: Fall
- Course Number: ENG 2341
- Name of Course: Forms of Literature

Course Description:

This course focuses on developing advanced writing and research skills, emphasizing the creation of well-organized, evidence-based expository and persuasive texts. Students will learn to conduct research using primary and secondary sources, evaluate and synthesize information, and integrate evidence effectively and ethically into their writing. Through critical reading, discussion, and analysis of verbal, visual, and multimedia texts, the course strengthens students' ability to think critically, communicate clearly, and craft arguments that are both coherent and compelling. Assignments include essays, a research project, discussion boards, journals, and multimedia presentations aimed at enhancing writing proficiency, analytical reasoning, and research skills.

Course Objectives

- Strengthen fluency and critical thinking through extensive reading, writing, and peer evaluation.
- Develop analytic and research-based writing skills using ethical methods and proper documentation.
- Prepare for academic and professional writing demands by practicing formats, styles, and rhetorical modes.
- Explore social and cultural issues through professional nonfiction to deepen analysis and understanding.

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.

Marketable Skills:

Written Communication
Critical Thinking
Analytical Reasoning
Research Skills

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. Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
5. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
6. Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

7. To develop the ability to research and write a documented paper and/or to give an oral presentation.

The Higher Education Coordinating Board has identified six core learning objectives

Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. Sul Ross State University is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in English 2341: Forms of Literature you are also enrolling in a Core Curriculum Course that fulfills the Communication component requirement. The chart below indicates:

- (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB),
- (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

Core Objective	Definition	How the Core Objective Will be Addressed.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making SLO: Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	This will be addressed through journals and essay assignments that engage with diverse perspectives, ethical decision-making, and civic themes.

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, a final presentation, 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.

Attendance Policy:

As this is a web-format course, consistent participation is necessary. Remaining current with the course schedule and submitting work by the expected due date helps maintain personal engagement and allows other participants to benefit from shared thoughts, ideas, and reactions to the reading and writing assignments. Late work will not be accepted, and I do not expect others in class to consider assignments submitted after the due date. If a student is absent three or more times, they may be at risk of being dropped from the class.

****Discussion boards must be posted by 11:59pm on the due date listed in the syllabus, with responses posted by 11:59pm on the following course day. This schedule keeps discussions timely and engaging for all students. Once a discussion board has been graded, no make-up or redo will be allowed. Missing discussion boards is akin to missing class and will result in a loss of credit.**

First Class and Beyond:

By the first class day, you will find opening/welcoming remarks and suggestions for getting started in the course in the English 1302 Start Here Module. On subsequent days, please check announcements for instructions, lectures, and answers to class questions/clarifications to the course. Your modules and syllabus should be checked regularly for tasks that are assigned / due. These modules will be opened weekly throughout the semesters and should post by 10 a.m. on Mondays.

Academic Integrity Students in this class are expected to demonstrate scholarly behavior and academic honesty in

the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

"Cheating" includes: 1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same. 2. Using, during a test, materials not authorized by the person giving the test. 3. Collaborating, without authorization, with another person during an examination or in preparing academic work. 4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a nonadministered test. 5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit. 6. Bribing another person to obtain a non-administered test or information about a nonadministered test. 7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist. 8. Students are not permitted to use or turn in A.I. (artificial intelligence) generated work in any capacity. 9. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit. 10. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit. 11. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials. 12. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Use of Generative Artificial Intelligence (AI)

In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or

email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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 a 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.

Technical Issues

Blackboard works best in [Firefox, Safari, or Chrome](#) (rather than Explorer). It is free to download. If a student experiences technical issues, it is their responsibility to alert the instructor immediately and not after the assignment is due. It is also their responsibility to reach out to tech support for help. Please contact Tim Parsons or the help line at SHSU if you have technical problems or questions. Their contact information:

- Tim.Parsons@sulross.edu
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Major Assignments and Examinations:

Major Assignment	% of Final Grade
Essay / Bibliography (2)	15%
Assignments (3)	15%
Discussion Boards (8)	15%
Journal (3)	15%
Quizzes (5)	15%
Research Project – (2) Paper 100 / Presentation 25	10%
Final Exam	
Total Points	100%

Grading Policy

1. All citations should be formatted using the Modern Language Association (MLA) manual. Papers with MLA citation errors will receive a reduction in points or no credit.
2. After 11:59 pm on the date for any assignment due is considered late.
3. Students who fail to participate during our class meetings on Tuesdays or fail to complete assignments may not pass this course.
4. No late assignments accepted

Grading Scale

100-90% equates to an A
 89-80% equates to a B
 79-70% equates to a C
 69-60% equates to a D
 59-50% or less receives an F

Late Work

All major assignments and /or projects, etc. are due on the dates assigned by 11:59pm, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work to receive a passing grade. I will not accept any late assignments under any circumstances. No exceptions! There is no make-up work in this course! ♦♦For school-related absences, it is the student's responsibility to contact the instructor within 48 hours after the missed class in order to make arrangements for missed work. If the student fails to contact the instructor, the grade will result in a zero. If you are struggling, please do not wait to contact me to discuss appropriate paths to your success!

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. 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. 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: (1) short essays by professional writers that serve as examples of the modes we are studying (2) theoretical chapters about nonfiction writing and the writing life by many of those same writers and/or scholars of those writers and (3) Short stories and poetry for literary analysis and research. 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 and rubric 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, and 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 and rubric 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.

Assignments / Journals—This work will consist of prompts which ask you to write about what you read, analyze techniques from the text, analyze the selections we read in the textbook, or to expand your own ideas. The goals of these exercises are to facilitate clear understanding of the processes of composition, as well as develop your abilities to write with confidence. Obviously, the responses are as valuable as the effort put into them. Please feel free to use any of the exercises as inspirations for further, more formal assignments—they are meant to be such. These assignments will either be journal elements in blackboard, assignment elements in blackboard, or will be turned in as a single Word attachment.

Final Presentation—The final presentation 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.

Final Examination You will read a text, and complete a 500 word response analyzing the reading and relating it to personal responsibility.

Weekly Assignments:

Week One

Mon: Aug 25	Read / Watch Course Introduction via the English 1302 Start Here (Read syllabus and policies)
Tues: Aug 26	Academic Integrity Check for English 1302 Quiz
Tues: Aug 26	Upload Photo Assignment
Tues: Aug 26	Read from The Norton's Field Guide to Writing: Part 1
Wed: Aug 27	Discussion Board - Initial
Fri: Aug 29	Discussion Board Responses - Respond to all posts
Sun: Aug 31	Reading Quiz - Norton's Part 1

Week Two

Mon:Sept 1	Holiday
Tues:Sept 2	Journal – Personal Responsibility
Tues:Sept 2	The Norton Field Guide to Writing: Read Part 2
Wed:Sept 3	Discussion Board 2 – Initial post
Fri: Sept 5	Discussion Board 2 – Respond to two posts

Week Three

Mon: Sept 8	The Norton Field Guide to Writing: Read Ch 11
Wed: Sept 10	Discussion Board 3 – Initial post
Thur: Sept 11	The Norton Field Guide to Writing: Read Ch 27 and Ch 33
Fri: Sept 12	Discussion Board 3 – Respond to two posts

WeekFour

Mon: Sept 15	The Norton Field Guide to Writing: Read Ch 17 and Ch 28
Wed: Sept 17	Reading Quiz - Norton's Read Ch 17 and Ch 28
Thur: Sept 18	Read "A Rose for Emily"
Fri: Sept 19	DiscussionBoard 4 – Initial post
Sun: Sept 21	DiscussionBoard 4 – Respond to two posts

Week Five

Mon: Sept 22	Literary Analysis Essay Assignment – Due Oct 12 by 11:59pm
Mon: Sept 22	The Norton Field Guide to Writing: Read Ch 29
Tues: Sept 23	Read "Sonny's Blues"
Thur: Sept 25	Read "The Free Radio"
Fri: Sept 26	More Ways to Begin

WeekSix

Mon: Sept 29	DiscussionBoard – Initial post
Tues: Sept 30	LiteraryAnalysis Essay Assignment – Due Oct 12 by 11:59pm
Wed: Oct 1	DiscussionBoard – Respond to two posts
Wed: Oct 1	ReadTheStunted Identity of Emily Grierson in A Rose for EmilybyWilliam Faulkner Ratna Asmarani
Thurs: Oct2	ReadBaldwin's "Sonny's Blues": The Scapegoat Metaphor
Fri: Oct3	A Post-colonialist Analysis of Salman Rushdie's The Free Radio(Course Materials)
Sat: Oct4	TurninEssay to Writing Center

Week Seven

Mon:Oct 6	Literary Analysis Essay Assignment – Due Oct 12 by 11:59pm
Mon:Oct 6	Turn in Essay to Writing Center
Mon:Oct 6	The NortonField Guide to Writing: Read Ch 53 on MLA Style
Tues: Oct 7	The NortonField Guide to Writing: Read "A Word if Dead" by EmilyDickinson pg 888
Tues: Oct 7	Read William Shakespeare's Sonnet 29 pg 36
Fri: Oct 10	Journal–Informal, Expository Writing
Sun: Oct 12	LiteraryAnalysis Essay Assignment – Due Oct 12 by 11:59pm

WeekEight

Mon: Oct 13	AnnotatedBibliography Assignment -Due Nov 2 by 11:59pm
Mon: Oct 13	The NortonField Guide to Writing: Read Ch 15, 48, and 51
Tues: Oct 14	LangstonHughes's poem "I, Too" and "They'll See How BeautifulIam," 'I, Too,' and the Harlem Renaissance"
Tues: Oct 14	The NortonField Guide to Writing: "The Yellow Wallpaper" pg 871-887
Wed: Oct 15	The NortonField Guide to Writing: "Abuse of an Unnamed Wife: IsSheFamiliar? By Liz Moore pg 860 - 864
Fri: Oct17	DiscussionBoard – Initial post
Sun: Oct 19	DiscussionBoard – Respond to two posts

Week Nine

Mon: Oct 20	Annotated Bibliography Assignment -Due Nov 2 by 11:59pm
Mon: Oct 20	How to use the SRSU Library for Research
Tues: Oct 21	The Norton Field Guide to Writing: Read Ch 12, 19
Wed: Oct 22	Read "Living Simply in a Dumpster"
Thurs: Oct 23	Read "Homeless on Campus"
Fri: Oct 24	Reading Quiz

Week Ten

Mon: Oct 27	Annotated Bibliography Assignment -Due Nov 2 by 11:59pm
Mon: Oct 27	Read "Arguing a position"
Tues: Oct 28	Watch "How to write an annotated Bibliography in MLA 9"
Tues: Oct 28	Watch "Write PERFECT annotations for your AB"
Wed: Oct 29	Discussion Board – Initial post
Fri: Oct 31	Discussion Board – Respond to two posts
Sun: Nov 2	Annotated Bibliography Assignment -Due Nov 2 by 11:59pm

Week Eleven

Mon: Nov 3	Research Paper and Presentation - Due Dec 5 / Dec 7
Mon: Nov 3	Read: Ch 10 – Writing a Literacy Narrative
Tues: Nov 4	Read "Sometimes the "Tough Teen" is Quietly Writing Stories" by Matt De La Pena
Wed: Nov 5	The Norton Field Guide to Writing: "Should Gamers be Prosecuted for Virtual Stealing" By Alex Weiss pg 809 - 812
Fri: Nov 7	Mock Trial Opening Argument

Week Twelve

Mon: Nov 10	Research Paper and Presentation - Due Dec 5 / Dec 7
Mon: Nov 10	The Norton Field Guide to Writing: Read Ch 16

Tues: Nov 11	The NortonField Guide to Writing: “Netflix’s Gentefied is the Best American TV Show about Gentrification” By Antonio De Loera-Brustpg 845 - 848
Thurs:Nov 13	DiscussionBoard – Initial post
Sat: Nov 15	DiscussionBoard – Respond to two posts

WeekThirteen

Mon:Nov 17	Research Paper and Presentation - Due Dec 5 / Dec 7
Mon:Nov 17	The Norton Field Guide to Writing: Read Ch 35 and 36
Tues:Nov 18	The Norton’s Field Guide to Writing: Read “The Endless, Invisible Persuasion Tactics of the Internet” p 798 - 802
Wed:Nov 19	Reading Quiz
Fri: Nov21	Journal First Draft Metacognition and Cause and Effect

WeekFourteen

Mon:24	ResearchPaper and Presentation - Due Dec 5 / Dec 7
Wed: Nov 26	Thanksgiving Holiday

WeekFifteen

Mon:Dec1	ResearchPaperand Presentation-Due Dec 5 / Dec 7
Mon:Dec1	How to createaCanva presentation/ What should be on each slide/Howto saveaPDFinCanva
Fri:Dec5	ResearchPaperDue Dec5
Sun: Dec7	ResearchPresentation DueDec7

Week Sixteen

Tues:Dec 9	Final ExamDue Dec 9 by11:59pm
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