



ENGLISH

1302



Policy Statement and Syllabus English 1302

Instructor: V. Alva-Rodriguez
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Office Hours: 8:30-10:00 am
Cyber (i.e. email, telephone, or video
conference) by appointment
Day – Day Hour-Hour

Required Texts, Materials, Supplies

- Norton Field Guide to Writing with readings and handbook (6th edition)
- Provided as a pdf: Literature & Composition: Reading, Writing, Thinking
- 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. 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.

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, 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.

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%
In-Class work: Assignments / Journals / Quizzes	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 and do minor assignments that will hold course materials

generated this semester. 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: (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 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. All assignments **MUST** be submitted/completed by deadlines. 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 24 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. 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.

****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 11:59pm on the days they are listed as due and responses be posted by 11:59 p.m. on the following course day. This will ensure that the course's discussions move forward in a timely manner 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.

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.

"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.

Students With Special Needs

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 Mary Schwartze Grisham, M.Ed., LPC (Licensed Professional Counselors), SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email mschwartz@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, Sul Ross State University, Alpine, Texas, 79832.

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

Weekly Assignments:

◆ Week One

Read: 1/17	Read / Watch Course Introduction via the English 1302 Start Here (Read syllabus and policies)
Due: 1/17 at 11:59pm	Academic Integrity Check for English 1302 Assignment
Due: 1/17 at 11:59pm	Upload Profile Picture Assignment
Due: 1/18 at 11:59pm	Discussion Board 1 – Introduction – Initial post
Due: 1/19 at 11:59pm	Discussion Board 1 – Introduction – Respond to all posts
Read: 1/17	Read from The Norton's Field Guide to Writing: Part 1
Due: 1/20 at 11:59pm	Reading Quiz - Norton's Part 1

◆ Week Two

Read: 1/22	The Norton Field Guide to Writing: Read Part 2
Watch: 1/23	Video Lecture
Due: 1/23 at 11:59pm	Discussion Board 2 – Initial post
Due: 1/24 at 11:59pm	Discussion Board 2 – Respond to two posts
Read: 1/24	The Norton Field Guide to Writing: Read pp759-773
Due: 1/27 at 11:59pm	Representation of Disney Princesses in the Media

◆ Week Three

Read: 1/29	The Norton Field Guide to Writing: Read Ch 11
Watch: 1/30	Video Lecture
Due: 1/30 at 11:59pm	Discussion Board 3 – Initial post
Due: 1/31 at 11:59pm	Discussion Board 3 – Respond to two posts
Read: 1/31	The Norton Field Guide to Writing: Read Ch 27 and Ch 33
Due: 2/3 at 11:59pm	Journal – Rhetorical Situation (Pre-Assessment)

Read ✦ Week Four

Read: 2/5	The Norton Field Guide to Writing: Read Ch 17 and Ch 28
Watch: 2/6	Video Lecture
Due: 2/7 at 11:59pm	Reading Quiz - Norton's Read Ch 17 and Ch 28
Read: 2/8	Literature & Composition: Reading, Writing, Thinking Textbook: Read "A Rose for Emily"
Due: 2/9 at 11:59pm	Discussion Board 4 – Initial post
Due: 2/10 at 11:59pm	Discussion Board 4 – Respond to two posts

✦ Week Five

Read: 2/12	Read the Literary Analysis Essay Assignment – Due 2/26 by 11:59pm
Read: 2/12	The Norton Field Guide to Writing: Read Ch 29
Read: 2/12	Literature & Composition: Reading, Writing, Thinking Textbook: Read "Sonny's Blues"
Due: 2/14 at 11:59pm	More Ways to Begin
Read: 2/15	Literature & Composition: Reading, Writing, Thinking Textbook: Read "The Free Radio"
Watch: 2/15	Video Lecture
Due: 2/16 at 11:59pm	Discussion Board 5 – Initial post
Due: 2/17 at 11:59pm	Discussion Board 5 – Respond to two posts

✦ Week Six

Read: 2/19	Read The Stunted Identity of Emily Grierson in A Rose for Emily by William Faulkner Ratna Asmarani (Course Materials)
Read: 2/19	Baldwin's "Sonny's Blues": The Scapegoat Metaphor (Course Materials)
Read: 2/19	A Post-colonialist Analysis of Salman Rushdie's The Free Radio (Course Materials)
Write: 2/19	Continue working on your primary source literary analysis which is due 2/26 at 11:59pm
Read: 2/20	The Norton Field Guide to Writing: Read Ch 53 on MLA Style
Watch: 2/20	Video Lecture

◆ Week Seven

Due: 2/26 at 11:59pm	Finish your Primary Source Literary Analysis
Read: 2/27	The Norton Field Guide to Writing: Read Ch 48 and 49
Read: 2/28	The Norton Field Guide to Writing: Read "A Word if Dead" by Emily Dickinson pg 888
Read: 2/28	Literature & Composition: Reading, Writing, Thinking Textbook: Read William Shakespeare's Sonnet 29 pg 36
Watch: 2/29	Video Lecture
Due: 3/1 at 11:59pm	Discussion Board 6 – Initial post
Due: 3/2 at 11:59pm	Discussion Board 6 – Respond to two posts

◆ Week Eight

Read: 3/4	Read your Annotated Bibliography Assignment -Due 4/6 by 11:59pm
Read: 3/4	The Norton Field Guide to Writing: Read Ch 15 and 51
Read: 3/5	Langston Hughes's poem "I, Too" and the essay "They'll See How Beautiful I Am," "I, Too," and the Harlem Renaissance" assembled in one document (Course Materials)
Due: 3/6 at 11:59pm	Journal – Evaluating a Works Cited
Read: 3/7	The Norton Field Guide to Writing: "The Yellow Wallpaper" pg 871 - 887
Read: 3/8	The Norton Field Guide to Writing: "Abuse of an Unnamed Wife: Is She Familiar? By Liz Moore pg 860 - 864
Watch: 3/8	Watch the video lecture
Due: 3/8 at 11:59pm	Discussion Board 7 – Initial post
Due: 3/9 at 11:59pm	Discussion Board 7 – Respond to two posts

◆ Week Nine

Date: Mar 11-15	SPRING BREAK
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◆ Week Ten

Write: 3/18	Continue working on your Annotated Bibliography Assignment -Due 4/6 by 11:59pm
Read: 3/18	How to use the SRSU Library for Research
Read: 3/18	The Norton Field Guide to Writing: Read Ch 12, 19
Watch: 3/19	Video Lecture
Read: 3/20	The Norton Field Guide to Writing: "Living Simply in a Dumpster" By James Hamblin pg 922 - 929
Read: 3/20	The Norton Field Guide to Writing: "Homeless on Campus" By Eleanor J. Bader pg 792 - 797
Due: 3/21 by 11:59pm	Reading Quiz
Due: 3/22 at 11:59pm	Discussion Board 8 – Initial post
Due: 3/23 at 11:59pm	Discussion Board 8 – Respond to two posts

◆ Week Eleven

Write: 3/25	Continue working on your Annotated Bibliography Assignment -Due 4/6 by 11:59pm
Read: 3/25	The Norton Field Guide to Writing: Read Ch 13
Read: 3/26	The Norton Field Guide to Writing: "Should Gamers be Prosecuted for Virtual Stealing" By Alex Weiss pg 809 - 812
Due: 3/27 at 11:59pm	Discussion Board 9 – Initial post
Due: 3/28 at 11:59pm	Discussion Board 9 – Respond to two posts
Read: 3/28	The Norton Field Guide to Writing: Read Ch 10
Read: 3/29	The Norton's Field Guide to Writing: "Sometimes the "Tough Teen" is Quietly Writing Stories by Matt De La Pena pg 710 - 714
Watch: 3/29	Video Lecture
Due: 3/30 by 11:59pm	Mock Trial Opening Argument

◆ Week Twelve

Write: 4/1	Continue working on your Annotated Bibliography Assignment -Due 4/6 by 11:59pm
Read: 4/1	The Norton Field Guide to Writing: Read Ch 16
Read: 4/1	The Norton Field Guide to Writing: "Netflix's gentefied is the Best American TV Show about Gentrification" By Antonio De Loera-Brust pg 845 - 848
Watch: 4/2	Video: How to Write an Annotated Bibliography in MLA 9 Format
Watch: 4/3	Video: Write Perfect Annotations for your Annotated Bibliography
Watch: 4/3	Video Lecture
Due: 4/6 by 11:59pm	Annotated Bibliography Assignment -Due 4/6 by 11:59pm

◆ Week Thirteen

Read: 4/8	Read your Research Paper and Presentation Assignment - Due 4/29 (paper) and 5/1 (presentation) by 11:59pm
Read: 4/8	The Norton Field Guide to Writing: Read Ch 35 and 36
Due: 4/10 by 11:59pm	Journal First Draft Metacognition and Cause and Effect
Read: 4/11	The Norton's Field Guide to Writing: Read Ch 39
Watch: 4/12	Video Lecture
Write: 4/13	Develop a more sophisticated version of your research paper from the discovery draft you wrote in the journal

◆ Week Fourteen

Write: 4/15	Work on your Research Paper and Presentation Assignment - Due 4/29 (paper) and 5/1 (presentation) by 11:59pm
Read: 4/15	Re-read How to use the SRSU Library for Research
Watch: 4/16	Video Lecture
Write Outline Prompts: 4/16 – 4/23 Due 4/23 by 11:59pm	Research Paper Outline – Initial Post Due 4/23 by 11:59pm

◆ Week Fifteen

Write: 4/22	Work on your Research Paper and Presentation Assignment - Due 4/29 (paper) and 5/1 (presentation) by 11:59pm
Read: 4/22	CONTINUE working on your Research Paper Outline – Initial Post Due 4/23 by 11:59pm
Due: 4/23 at 11:59pm	Discussion Board 10 – Initial post
Due: 4/24 at 11:59pm	Discussion Board 10 – Respond to two posts
Watch and Read: 4/25	How to create a Canva presentation / What should be on each slide / How to save a PDF in Canva
Watch: 4/26	Video Lecture

◆ Week Sixteen

Due: 4/29 by 11:59pm	Turn in your Research Paper and Presentation Assignment - Due 4/29 (paper) and 5/1 (presentation) by 11:59pm (Post-Assessment)
Read: 4/30	Read Final Exam – Due 5/7 by 11:59pm
Read: 4/30	Work on your Research Presentation – Due 5/1 by 11:59pm
Due: 5/1 at 11:59pm	Turn in your Research Presentation Assignment - 5/1 by 11:59pm

◆ Week Seventeen

Final Exam Essay: 5/6	Work on Final Exam – Due 5/7 by 11:59pm
Due: 5/7 by 11:59pm	Turn in Final Exam – Due 5/7 by 11:59pm (Post-Assessment)
