

**English 3312- W02 Fall 2014****Mrs. Rita L. Ortiz****Email:** rlop128@sulross.edu**Phone:** 830-758-5035**Office:** Writing Center – D129, Eagle Pass Campus**Office Hours:**

Monday/Wednesday: 9:00 – 4:30

Tuesday/Thursday: 9:00 – 6:00

Friday: 8:00 – 4:00

**Course Description**

Learning to write is a complex, individualized process, which takes place over time with continued practice. Understanding the complex, recursive nature of enhancing writing and speaking, we will focus on the class theme that Words Matter not only in class, but also in our personal and our civic lives. We will focus on developing our own vocabularies and on choosing the most precise, powerful words for papers, presentations, and even paper titles. This class will be a writing intensive workshop course in which you will develop writing skills, reading competence, and critical thinking skills to connect questions and ideas raised in the reading and writing to your personal, civic, and professional lives.

You will complete various assignments that explore different modes of writing including reflective, expository, argumentative, and research writing. These assignments will explore various topics, which will pertain to your discipline. Academic writing is not specific to literary studies, so the purpose of relating these assignments and different modes of writing to each of your disciplines is to help you hone and refine your writing skills in order to be successful in your academic career. The sequencing of writing will give you opportunities to write recursively, using various forms of feedback to revise and edit your essays. Your writing will be assessed in various ways, sometimes providing information that will help me focus on your specific writing needs and other times measuring how much you have learned over the semester which will be reflected in your course grade.

**Student Learning Objectives**

Learning to write is a complex, individualized process, which takes place over time with continued practice. Student Learning Objectives and assessment of how much students learn those objective are as follows:

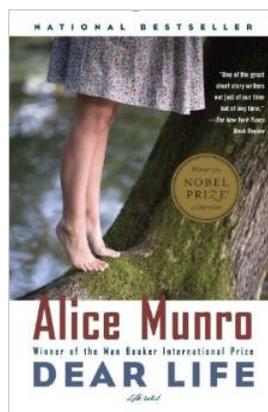
- Enhanced vocabulary
- rhetorical knowledge (purpose, audience, differences in communicative situations, genre). Assessment: argument essays;
- critical thinking, reading, and writing (locating, evaluating, analyzing, synthesizing primary and secondary sources; reflection). Assessment: in-class writing, argument essays, resource evaluations, peer critiques;
- understanding of and use of writing processes, (multiple drafts, revising, editing, proof-reading texts, peer critiquing and collaborative thinking and writing). Assessment: minute papers, all essays, group work and peer critiques;

- knowledge of conventions (grammar, punctuation, spelling, paragraphing, and appropriate documentation). Assessment: in-class writing, all essays and final exam;
- Understanding of plagiarism, understanding and articulating the ethics of using other people's ideas, understanding the various approaches to documenting sources in the different disciplines, mastery of student's chosen documentation style guide.

## Course Texts

### The Textbooks for English 3312

- Raimes, Ann. *Keys for Writers*. 7th ed. Boston: Wadsworth, 2011.  
Note: you may purchase, rent, borrow any edition, but the later the better because guidelines for documenting sources seem to change each year. This is the text adopted by the SWTJC English department.
- Readings on Blackboard
- **Books:** (Feel free to purchase an electronic or print version of the following books)
  - **Munro, Alice. *Dear Life: Stories*. New York: Vintage International, 2012.**
  - **Joyce, James. *Dubliners*. New York: Penguin Books, 2014.**
    - [I prefer that you purchase the Deluxe Centennial edition, but you may purchase the regular Penguin Classics edition. **Either way, you must purchase a Penguin classics version of *Dubliners*.**]



## Resources

- The SWTJC Library at <http://library.swtjc.cc.tx.us/>
- Sul Ross State University's Bryan Wildenthal Library offers interlibrary loan and full-text periodical articles at <http://libit.sulross.edu>
- The Writing Center at Del Rio, Eagle Pass, and Uvalde
- SMARTHINKING online tutoring. For user ID use your complete RGC email address and for password use the word: sulross.

## Grades

In order to pass the course, you must turn in all assignments.

Each assignment has specific guidelines and a rubric to go along with it. You can locate instructions for each assignment in the Assignments tab on Blackboard.

Your grade will be determined based on a 1000-point system.

1000-900: A                      800-899: B                      700-799:C                      600-699:D                      600 or  
Below: F

### Assignments:

Narrative/Autobiographical Essay: 150

Article Critiques: 200 (2 at 100 points each)

Journal (A compilation of reading questions and short prompts): 200

Discussion Board Posts & Responses: 75

Reflection Paper: 75

**Argumentative Paper (Includes research): 300**

- **This assignment is considered your final and has several components:**
  - **Proposal: 25 points**
  - **Annotated Bibliography: 75**
  - **Outline (with documentation): 50**
  - **Rough Draft & Writing Conference with Instructor: 75**
  - **Final Draft: 75**

### Course Policies

#### **Documentation**

Every single assignment you turn in must be formatted in MLA or APA style depending on your preference or discipline. Do not alternate between styles; pick one to use and stick with it throughout the semester

#### **Scholastic Honesty**

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

**You earn a grade of "F" for the course if your work exhibits any of these kinds of scholastic dishonesty.**

#### **Attendance**

##### **Distance learning (Online) Absences Statement**

The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. For the online portion of the course, if you are not completing assignments, you are absent.

### **Late Papers/Assignments**

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in any assignments, even one, you may earn an F for the course.

**EXTRA CREDIT:** You will receive an extra 5 points on each assignment if you go to the Writing Center BEFORE the assignment is due. Scan the yellow sheet(s) and submit it with your assignment. You will receive 7 points for more than 1 yellow sheet. **Any visits to the Writing Center after receiving feedback from the instructor (or after the assignment is graded) does not count for extra credit.**

### **Discussion Board Posts and Responses**

DB posts will be graded on content and whether you have fully addressed the question/topic. Posts should be no less than **200 words**. Posts shorter than 200 words will result in a 50% deduction. Your responses should be no less than 100 words, must be a thoughtful response. Avoid flattery and biased comments.

### **Grade Changes**

Please discuss your grades with me during the semester. Once the session is over and I have entered grades into the system, however, I will not consider grade changes unless I, myself, miscalculated. Please do not ask for extra credit or chances to revise after the fifteenth week of class because I will refuse such appeals. You should know that you have the right to appeal your grade. According to the *Sul Ross Rio Grande College Student Handbook*, "if you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department [in this case, Dr. Roche]" (17).

### **ADA Statement**

SRSU Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.