

English 3312 S01—Del Rio, S02—Eagle Pass, 3312 S03—Uvalde, 3312

Summer 2015

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Office: Sul Ross Faculty Building Room 213 and Castroville

Office Hours: By appointment

Course Description

Learning to write is a complex, individualized process which takes place over time with continued practice and daily reading. Five weeks is not much time for such a process; you will be introduced to practices which you should continue throughout your lives. This class will be a writing intensive workshop course in which you will develop your reading and writing. Given the complex, recursive nature of enhancing writing and speaking, we will read and write every day. We will focus on developing our own vocabularies and on choosing the most precise, powerful words for papers. You will write a sequence of assignments that culminates in a researched argument for our writing community and your own portfolio of revised papers.

Blackboard

This course requires daily reading and writing and numerous written assignments, all of which *must* be submitted to Blackboard by the published deadline—no exceptions. Please download the Blackboard app to your phone or tablet if you have one. Please bring laptops, tablets, smart phones to each class meeting in order to use Blackboard for submitting group summaries, constructing your writing portfolios, and other tasks.

Teleconference Courses

I am teaching this course by teleconference in Del Rio, Eagle Pass, and Uvalde. I won't always be in the classroom that you are in which makes it difficult for you to speak with me before and after class. Also, I will be transitioning to Castroville so I won't always be with my office phone. Please email me (see email address above) to make an appointment for us to meet or to have a phone conversation. My goal is your success and I am available for students; I will welcome all requests for phone or office appointments.

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 objectives 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

- Raimes, Ann. *Keys for Writers*. 7th ed. ISBN: 978-1-111-84175-1
Note: you may purchase, rent, borrow any edition including electronic, 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.
- *Merriam-Webster Vocabulary Builder* by Mary Wood Cornog. New Edition 2010 Paperback. Publisher: Merriam Webster Mass Market. ISBN-10: 0877798559 or ISBN-13: 978-0877798552
- Daily reading June 1 to June 17 from the following newspapers (your choice):
Aljazeera

The China Times
The Christian Science Monitor
The Economist
Financial Times
The Guardian
The New York Times
The Times of India
The Wall Street Journal
The Washington Post

- Daily reading June 18 to June 27 from professional sources (journal articles, books, professional web sources) related to your question/argument. Read *Keys for Writers* Chapter 8 about professional or “scholarly” sources.

Resources

SWTJC-RGC Writing Centers

In the summer, the Del Rio Writing Center is not open. Please see information in Blackboard on Writing Center locations and hours.

SMARTHINKING: this is an online tutoring service. Go to <http://services.smarthinking.com/login/login.php?>

User Name: use your entire sulross email, like this: smoreman@sulross.edu

Password: use the word “sulross”

If you have problems access SMARTHINKING, please contact Ms. Kathy Biddick at kbiddick@sulross.edu

Assignment	Date Due	Points Possible
24 Daily journal entries (Blackboard)	daily	50
Daily vocabulary work	daily	50
First Summary	Thurs 6/4	50
First Bibliography	Mon 6/8	50
Second Summary	Thurs 6/11	100
Question Essay	Mon 6/15	100
Response Paper	Fri 6/19	100
Outline	Mon 6/22	50
Second Bibliography	Wed 6/24	50
Argument	Mon 6/29	200
Portfolio with Reflection	Sun 7/5	200

Assignment Descriptions

Note: All assignments must be submitted to the appropriate submission link in Blackboard

Weekly Reading and Journal (24 readings and journal entries)

June 1 to June 17: Read daily from the list of periodicals above, and each day write a journal entry of at least half a page/screen on your own responses to the reading. Journal entries on articles from publications outside of the list above may not earn credit. Use your reading and journal entries to develop a question to explore for the semester.

June 18 –June 27: Read daily from professional sources—select articles related to your question/argument. Journal entries on non-professional sources will not earn credit.

Bibliography

Alphabetically list all the articles you read using either MLA or APA documentation. The first bibliography due June 8 should have **six** entries. The bibliography due June 24 should have your first **six** entries, revised, and an additional **fourteen** entries, five of the fourteen must be scholarly sources (total of 20 entries $6 + 14 = 20$). **Note: if the Second Bibliography does not include five scholarly sources, it will not earn higher than a grade of C-.**

Vocabulary

Complete two units in your book each week. I will let you know how I will grade this.

Summaries, Question Essay, Response Paper, Outline, Argument

See assignment handouts, samples, and submission places under the “Papers” folder in Blackboard.

Portfolio

Write a reflection of your writing competence and support it with your revised argument as well as two other revised documents (choose from the question essay, response paper, summary). You may include additional documents to support your reflection and portfolio.

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

To earn a C, writing must be free of issues that interfere with readability, some of which include:

- Sentences that do not have clear subjects and verbs
- Unclear vocabulary: wrong words, unclear words
- Unclear pronouns (it, they, them)
- Major sentence structure errors: fragments, run-ons, comma splices
- Lack of agreement between subject and verb and between verb and object
- Inconsistent capitalization (i for I, use of capital letters for common nouns, etc)
- Failure to show possessive case with apostrophes
- Spelling errors or inappropriate abbreviations (u for you, thru for through, etc)

Standards for Grading Writing at RGC

The grade of B (very good): The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers meaningful information--that is, information that raises a new awareness for the reader. Its specific points are logically ordered, well-developed, and unified around a clear thesis that is apparent *early in the paper*. It may develop an idea fully and accurately but some of the B paper’s content may be saying the obvious, what the reader already knows, or it may not develop discussions about the supporting details as fully as the A paper does. The opening paragraph gets the reader’s attention; the closing paragraph is conclusive and connects nicely to the opening. The transitions between paragraphs are mostly smooth, the sentence structures varied. The vocabulary is more concise and precise than that of the C paper.

A paper (superior): The A paper includes all the positive qualities of the B paper listed above. The A paper definitely teaches readers a new perspective on the literature. The A paper persuades readers that its points should be seriously received. The A paper is original, imaginative, creative. The A paper is written in the student’s own voice, so the quotations are integrated into the student’s sentences without undermining his or her voice. The A paper fully develops and discusses the thesis and how each supporting detail connects to the thesis so that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also engaging without unclear passages or errors that distract the reader. The title and the opening get the reader’s attention and make sense; the transitions clearly connect paragraphs to the thesis; the sentences are clear and correct; the vocabulary is varied and precise. The reader wishes the A paper were longer because the reading is so engaging and interesting and clear.

C paper (good; does the job): The C paper is competent; however it generally tells the reader what is obvious so that the reader does not gain a new perspective on the topic or the literature. The C paper satisfies the assignment, does not have too many distracting errors and is mostly well-organized and developed. The thesis may be overly general or vague so that the supporting references to the readings don’t always connect well. Some of the supporting details may not be explained or discussed very fully and ideas may be unnecessarily repeated. The paragraphs may not be organized as logically as another revision might have achieved. It may have a pattern of sentence structure errors or other kinds of error. Vocabulary may be too general or repetitious. The C paper may be capable of becoming a B or A paper, but it just needed more revising of ideas and paragraphs, editing of sentences and words, and proofreading of mechanical errors and formatting.

D paper (Unsatisfactory): This paper is largely faulty, often because of errors of form or mechanics, so it seems incomplete. It may contain an unclear thesis or none at all, it may simply restate some ideas from sources, or it may lack organization. It does, however, deserve a passing grade and it shows that with revision and editing, it could be a competent paper.

F paper (Not acceptable): Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is hard to read. Mechanical errors are frequent. In short, the ideas, organization, and style fall far short of acceptable college writing in English.

Course Policies

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.

A grade of "F" for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

Turning in Papers/Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. All assignments must be submitted to Blackboard. If you do not submit assignments to Blackboard, they will be considered late. If you fail to turn in any assignments, even one, you may earn an F for the course. If life gets in the way, and you find yourself turning in two papers late, withdraw from the course and take it in a semester when you have more time.

Grade Changes

Please discuss your grades with me during the first four weeks of the session. 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 fifth 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.

Schedule

Week 1

Monday 6/1/15: Introduction to course; group introductions and sentence structure exercise. Students will understand and familiarize themselves with Blackboard and procedures for submitting assignments in Blackboard; students will understand the portfolio assignment and the necessity of revising returned papers for the portfolio and for weekly reflection.

Assignment: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Tuesday 6/2/15: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Wednesday 6/3/15: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*; start First Summary

Thursday 6/4/15: Turn in First Summary to First Summary assignment link in Blackboard; read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Friday 6/5/15: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for*

Writers

Saturday 6/6/15: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Week 2

Monday 6/8/15: Turn in First Bibliography to First Bibliography assignment link in Blackboard; read comments on graded summary and revise summary for portfolio; reflect on how you revised and draft notes for the Reflection paper (see Assignments in Blackboard); read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Tuesday 6/9/15: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*; begin Second Summary

Wednesday 6/10/15: Read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*; revise Second Summary

Thursday 6/11/15: Edit and Proofread then turn in Second Summary to Second Summary assignment link in Blackboard; read comments on graded bibliography and understand how to avoid inconsistencies in the second bibliography; complete Question Essay worksheet (find it in the Question Essay folder inside the Assignments folder in Blackboard); read newspaper article and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Friday 6/12/15: Develop Question Essay—pay attention to complexity of question and different perspectives; read newspaper article related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Saturday 6/13/15: Revise Question Essay—use rubric to assess the effectiveness of your essay; read newspaper article related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Week 3

Monday 6/15/15: Turn in Question Essay; read comments on graded second summary and revise it for portfolio; reflect on how you revised and draft notes for the Reflection paper (see Assignments in Blackboard);

Tuesday 6/16/15: Write Response Paper—choose one of the sources you will use for your argument and that you feel more strongly about; read newspaper article related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Wednesday 6/17/15: Revise response paper; begin outlining and writing for your argument; read newspaper article related to your question/argument respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Thursday 6/18/15: Edit and proofread Response Paper; read scholarly source related to your question/argument (see assignment descriptions above) and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Friday 6/19/15: Turn in Response Paper; read scholarly source related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Saturday 6/20/15: Read comments on graded Question Essay and revise it for portfolio; reflect on how you revised and draft notes for the Reflection paper; read scholarly article related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Week 4: Plan to visit the Eagle Pass Writing Center or SMARTHINKING online tutoring to get feedback on your Argument

Monday 6/22/15: Turn in Outline of Argument; read scholarly source related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Tuesday 6/23/15: Read scholarly source related to your question/argument and respond to it in Blackboard Journal, write Bibliography entry using *Keys for Writers*

Wednesday 6/24/15: Turn in Second Bibliography; read comments on graded outline of argument and use those comments to develop your argument; draft argument—try to develop claim and reasons; use the sources you have been reading to find supporting evidence for your reasons; continue to read scholarly sources related to your question/argument and respond to one in Blackboard Journal

Thursday 6/25/15: read comments on graded response paper and revise it for portfolio; reflect on how you revised and draft notes for the reflection paper; continue to develop argument (by now you should have the argument drafted in about four to six pages); you should get feedback from the Writing Center or SMARTHINKING, read scholarly source related to your question/argument and respond to it in Blackboard Journal

Friday 6/26/15: Use grading rubric (see Argument Assignment handout) to check that you have a complete argument and continue revising your argument; use graded second bibliography comments to revise and edit the list of sources in your Argument; read scholarly source related to your question/argument and respond to it in Blackboard Journal

Saturday 6/27/15: This weekend, edit and proofread your argument; read scholarly source related to your question/argument and respond to it in Blackboard Journal

Week 5

Monday 6/29/15: Turn in Argument

Tuesday 6/30/15: Write Reflection for Portfolio (but know that when you receive graded argument about Thursday 7/2/15 you will include a reflection on your argument); choose which assignments you will use to support statements in Reflection

Wednesday 7/1/15: Revise Reflection; complete Portfolio

Thursday 7/2/15: read comments on graded argument and revise it for portfolio; reflect on how you revised and update your reflection paper

Friday 7/3/15: Complete portfolio and submit as soon as you can but no later than Sunday, July 5th.

Final Exam Week (no exam but turn in portfolio)

Sunday 7/5/15: Turn in Portfolio