

English 3312 W01 Fall 2015**Dr. Sarah Roche** smoreman@sulross.edu**Office:** Sul Ross RGC Castroville Site; Room 100C**Phone:** 830 762 3004**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. Understanding 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. This class will be a writing intensive workshop course in which you will develop your reading and writing. You will write a sequence of assignments that culminates in a researched argument for our writing community and your own portfolio of revised papers.

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.
- Cullick, Jonathan S. *Religion in the 21st Century*. ISBN

Assignment	Date Due (papers due Fridays)	Points Possible
Mini-paper #1	9/4	00
Discussions of Readings	weekly	100
Mini-paper #2	9/11	50
Mini-paper #3	9/18	50
Annotated Bibliography	10/9	100
Response Paper	10/16	100
Article	10/30	200
Portfolio	11/20	300
Final	12/10	100

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

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.

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 8/24-28

Students will understand 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.

Read “The Faith Club” (Cullick 3-12)

Week 2 8/31-9/4

Read “Physics and Grief” and “The Water Will Hold You” (Cullick 13-29 and 29-39)

Turn in Mini-paper #1 Friday 9/4

Week 3 9/8-9/11

Read “Freedom in Exile” and “The Spiral Staircase” (Cullick 39-47 and 47-54)

Turn in Mini-paper #2 Friday 9/11

Week 4 9/14-9/18

Read narratives from major world religions (Cullick 61- 71)

Turn in Mini-paper #3 Friday, 9/18

Week 5 9/21-9/25

Read narratives from major world religions (Cullick 71-93)

Week 6 9/28-10/2

Read Jack Miles’s article “What Makes God Godlike?” (Cullick 98-102)

Week 7 10-5-10/9

Read Steven Pinker’s “The Evolutionary Psychology of Religion” (Cullick 103-113)

Week 8 10/12-10/16

Read "Mapping American Adolescent Subjective Religiosity and Attitudes of Alienation toward Religion" (Cullick 114-123)

Week 9 10/19-10/23

Read Iannaccone's "Progress in the Economics of Religion" (Cullick 124-134)

Week 10 10/26-10/30

Read the section "What should the role of religion be in American society?" (Cullick 138-145)

Week 11 11/2-11/6

Read the section "Is the United States a religious nation?" (Cullick 146-158)

Week 12 11/9-11/13

Read articles on the growth of Islam in the United States (Cullick 189-196)

Week 13 11/16-11/20

Read essays by Paul Davies and Paul Bloom on the science of faith (Cullick 197-224)

11/25-11/27 Thanksgiving

Week 14 11/30-12/4

Read the section "Is there a "Culture War" over Christmas? (Cullick 168-175).

Final Exam Week 12/7