

## English 3312- Spring 2016

**Instructor: Valerie Marie Acuna-Ruiz**  
 vacunar Ruiz@sulross.edu 830 758-4138  
**Office Hours:** By appointment **C-111**

### 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 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 write a sequence of assignments that culminates in a researched argument for our writing community. We will use writing workshops to critique each other's writing. 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.

To put this simply, you will write one persuasive, researched argument. All the work you do this semester will contribute to that argument.

### 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

- Readings on Blackboard

### 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.

### How You Earn Your Grade

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

Before you turn in any paper for evaluation, you must get two forms of feedback on it and revise each time. One type of feedback must come from two classmates in your group. The other feedback must come from either a tutor at the Writing Center (located at Del Rio, Eagle Pass, and Uvalde) or at SMARTHINKING (I will give you the link to this online tutoring). When you seek and receive feedback, you always maintain control and you choose which advice you accept for revision.

Note: Those of you who cannot visit the writing center may use email. That email address will be posted.

Each paper will have three parts:

- Your original draft
- Comments from tutor
- Your revision

Week	Grammar/Writing Lesson Due: Wednesdays	Assignments Due: Fridays	Points Possible
Jan 18-24		Introduction Blogs	20 points
Jan 25-31	Punctuation	Read & summarize the four articles posted on Blackboard. Summaries should be 200 words each	75 points
Feb 1-7	Subject/Verb Agreement	Problems of Benefits of Technology Pre-Writing (Student must come up with a valid and supportable argument) – Must Include two of the following: Concept Map, Free-writing, Graphic Organizer, or listing	20 points
Feb 8-14	Writing Concisely	Argument Proposal – 300 word Must give feedback to two students using the assignment rubric	50 points
Feb 15-21	Word Choice	Annotated Bibliography – 7 Sources Each Annotation should be approximately 200 words in length	80 points
Feb 22-28	Transitions	Annotated Bibliography – 7 Sources Each Annotation should be approximately 200 words in length	80 points
Feb 29-Mar 6	Crafting Thesis Statements	Argument Outline with Complete Works Cited Page	65 points
Mar 7-13	Using Quotes	Encyclopedia entry on argument topic – 700-800 words in length	80 points

Mar 21-27	Paraphrasing	Argument Essay Draft # 1	50 points
Mar 28-Apr 3	Strong Supporting Details	Peer Revision of two essays	30 points
Apr 4-10	Formality & Appropriate Style	Argument Essay Draft #2 with Reflection Paragraph	70 points
Apr 11-17	Organization	Presentation of Argument (Powerpoint) – 10-12 slides	100 points
Apr 18-24	Sentence Variety	Final Argument Paper	200 points
Apr 25-May 1	Grammar/Writing Exam	Reflection Essay	30 points
May 2-8	Final Exam		50 points

### 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.

**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.

**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.