

Advanced Composition

English 3312

Fall 2016

Split web, Tuesday and Thursday, 2-3:15

Meet in D111 or the teaching lab on the days noted on the schedule

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Office Hours: Monday and Tuesday afternoons

Learning Objectives

The goal of this course is to make you an effective writer. That means you should be able to present your ideas so that people will pay attention, especially when you are making a conscious effort to change their minds. What you will learn will not guarantee that you win all your arguments, but it will help make sure that people pay attention to you. It is also important to understand that when you argue, the other person disagrees. It does no good to argue with people who agree with you; you don't want to change their minds. So if the other person disagrees, you must present reasons and evidence that will change that person's mind.

Effective writing starts with a purpose and involves evidence, coherence, grammar, and style. After taking the course you should be able to:

- Decide on a purpose and make it obvious to the reader.
- Write effectively about topics in your chosen field.
- Find evidence in various ways and document it.
- Write in various formats, including convincing and persuading.
- Write grammatically and with an engaging style.

Text

Handouts on Blackboard under course information

To discuss grammar documentation, we will refer to the Purdue Online Writing Lab, <https://owl.english.purdue.edu/>

Grading

Your grade will be based on how well you demonstrate the objectives of each assignment and of the course. Each assignment sheet will show the value of the assignments in points, which add up to 1,000 points. If you have 900 or more, you will get an A, and so on.

Punctuality

All assignments must be submitted on time. The assignment sheet disappears from Blackboard after the due date, and in some cases, I post the correct answers, so I cannot accept late assignments. If you miss three assignments in a row, you will be dropped from the course.

It is particularly important that you submit outlines on time. In most cases, you have five days to do an outline; then I'll read it and return it with my comments; then you'll have at the most three days to write the paper. I give the extra time on the outline because that's when you have to do the research.

I shall read one paper at a time. In other words, if you fall behind, you must submit one paper at a time, and if you are too far behind, you will not have enough time to finish. Any paper I have not seen, I will treat as a rough draft and return it to you with my comments.

Plagiarism

Plagiarized work will not be accepted. Plagiarism means turning in someone else's work for credit. We will discuss plagiarism as well as ways to avoid it by citing others' work correctly. If I find you have plagiarized work, I will drop you from the course with an F and turn your name over to the Dean.

Students with disabilities

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students who need accessibility services should contact Kathy Biddick at 830-279-3003. The address is 2623 Garner Field Road, Uvalde, Texas 78801.

Distance education

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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.

Schedule of meetings and assignments

August 23
Introduction to the course
Introduction to the personal reflection
Meet in room D116.

August 26
Your personal reflection
Send to my e-mail: dwalden@sulross.edu

August 29, 30, and 31, consultations according to the schedule made at the original meeting.

August 30
Research
Meet in the teaching lab,

September 1
Your annotated bibliography

September 3
Incorporating evidence

September 5
Documentation assignment

September 10

Due: the outline of your factual report

September 13
Due: Your factual report

September 14
Due: syllogism exercise. Bring it to your consultation appointment.

September 18
Due: outline of your classification argument

September 21
Due: Your classification argument

September 26
Due: Outline of your evaluation argument

September 29
Due: Your evaluation argument

October 7
Due: your comparison/contrast paper

October 12
Due: research for your causal argument

October 17

Due: the first draft of your causal argument

October 20

Due: Second draft of your causal argument

October 25

Consultations on your causal argument

EXAMple.

Meet in Room D111

Note: This is not a mandatory meeting, but we will discuss the final examination.

October 27

Final draft of your causal argument

November 1

Due: problem section of your persuasive argument

November 8

Due: solution section of your persuasive argument, including corrections I suggested on the problem section.

November 15

Due: rebuttal section of your persuasive argument, including corrections I suggested on the problem and solution sections.

November 21

Complete draft of your persuasive argument with corrections

November 22

Consultations on your persuasive argument

November 23

Due: power point

November 29

Due: the final draft of your persuasive argument.

Oral reports on your persuasive arguments

Meet in Room D111

This is a mandatory meeting.

December 6

Final examination online