

Dr. Francine K. Richter

English 3312: Advanced Composition

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Sul Ross State University

MAB 112A

Alpine, Texas

OFFICE HOURS

MONDAY/WEDNESDAY

9:00 a. m.--11:00 a. m.

TUESDAY/THURSDAY

10:45 p.m.—2:00 p. m.

TEACHING SCHEDULE

Composition II	004	11:00-12:15	MW	203
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First Year Seminar	1:00-1:50	M	203
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Composition II	008	9:30-10:45	TR	203
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Forms of Literature W01

Advanced Composition W01

SYLLABUS SPRING 2017

TEXT: *Fields of Reading: Motives for Writing* 10e by Nancy R. Comley, et. al.

Bedford/St. Martin's ISBN 978-1-4576-0891-9

I will answer email that has ONLY the course name and number in the Subject line (i.e. English 3312) and is signed with a first and last name.

#### COURSE GUIDELINES

1. Use Arial 12-point font.
2. Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.
3. Always give your work an interesting, original title.
4. FIVE POINTS OFF GRADE FOR EVERY DAY LATE ON ANY AND ALL ASSIGNMENTS OR TESTS.
5. When there are no more points available, the assignment is CLOSED FOR THE SEMESTER.
6. Complete All the SMARTHINKING tutor's directions.
7. Submit the COMPLETE SMARTHINKING REPORT and REVISED work on ONE DOCUMENT.
8. Always use MLA style.
10. Save your work as YOUR NAME.

11. The four essays are a MINIMUM of 1,000 words each.

12. Submit all of your work on the Assignments page.

13. USE SPELL CHECK AND GRAMMAR CHECK

## GRADES

There will be six quizzes (open at 4:00-6:00 p. m. on SUNDAYS) over the Introduction and articles in *Fields of Reading*.

There are four essays (due by 4:00 p.m. every other SUNDAY after the first TWO weeks).

A grade code of "12345" on an assignment means that there are problems with your work that must be fixed.

You cannot receive a passing grade unless you have followed ALL of the Smarthinking e-structor's directions and ALL of my directions for revising.

Email me when you have made ALL of the corrections and are ready to submit the assignment for a normal grade.

I have to delete your original submission so that you can submit your revised work.

Four Essays: 100 points each

Six Quizzes: 100 points each

Approved Short Story Title 100

Approved Works Cited Page (on BlackBoard) 100

Hard Copy Scholarly, Highlighted Articles 100

Revised Introduction with Three-Part Thesis Statement 100

Revised Paragraphs One-Four 100

Revised Paragraphs One-Seven 100

"My Story" Revised Composite Analytical Semester Paper: 100 (40%)

Revised Final Exam Essays: 100

Total Possible Points: 1800

Grading Scale:

A 1620-1800

B 1439-1619

C 1258-1438

D 1077-1257

## OBJECTIVES

Upon successful completion to this course, students ought to be able to:

1. describe and assess their own and others' writing thoroughly and astutely
2. recognize the structures of writing at all levels (sentence, paragraph, whole piece)
3. incorporate formal and informal research into their writing more fluently
4. apply a rich variety of writing and thinking processes to their writing tasks;

5. produce more effective writing than ever before;
6. gain some knowledge of composition theory and how to apply it
7. approach writing with greater confidence and zest.
8. improve skills in communication in order to succeed in a global society
9. demonstrate a knowledge of the writing process: gathering, organizing, writing, rewriting and publishing
10. write using a variety of styles
11. master the basic techniques for improving the quality of writing

#### VI. Assessment of Objectives

Speaking and listening appraisals, such as clear and thoughtful communication, discussion and audience communication skills—oral presentations in person or on video when the course is on the Web

Reading evaluation, including insight and engagement, critical thinking and understanding of linguistic and structural presentations—Multiple Answer

Quizzes with “Why” questions, which include material from Panoptic lectures and Course Documents Articles/Lectures

Writing assessment, including communication, organization and structure skills—Essays, Semester Paper, and Essay Exams

Evaluation for the ability to relate texts to their social, cultural and historical contexts and literary traditions—Essay Exams

## VII. Plagiarism

Students must cite all information and use quotation marks in their essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from somewhere; they come from some source.

If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.

Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you.

Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.

Without prior approval, students must not use any material to support their claims in papers and essays that are not accessed through the Bryan Wildenthal Memorial Library.

WEEK ONE: January 17-22

BEGIN THE SYLLABUS QUIZ on January 22 at 4:00-5:00 p. m.

Read pp. 2-54 in Fields of Reading 10e.

Work the Study Guides on the appropriate tab.

BEGIN the twenty-five question (Multiple Answer, Multiple Choice, and True/False) Quiz over pp. 2-54 at 4:00-5:00 p.m. on Sunday, January 22.

These introductory chapters have an explicit focus on the aims and motives for writing and give students insight into the four writing purposes.

ESSAYS ARE ALWAYS DUE BY 4:00 p.m. on SUNDAYS. If you are not using higher order thinking skills for the discussion and writing questions, then you are not comprehending the essay assignment.

The simplest learning skills are learning facts and recalling them, while higher order thinking skills include critical thinking, analysis, problem solving, evaluation, and synthesis (creation of new knowledge).

This type of learning requires more cognitive processing than other types, such as the learning of facts and concepts from our reading material in Fields of Reading.

These are assessed by our multiple answer, multiple choice, and true/false questions on quizzes.

WEEK TWO: January 22-29

Knowledge: "Reflecting"--Read "Learning to Read and Write" by Frederick Douglass, "The Good Short Life" by Dudley Clendinen, "Trading Stories" by Jhumpa Lahiri, and "Why I Blog" by Andrew Sullivan

Work the Study Guide on the appropriate tab.

Quiz over this reading assignment is on Sunday at 4:00-5:00 p. m. on January 29

WEEK THREE: January 29-February 5

The textbook explains "Reflecting" essays in depth on pp. 16-19.

SUBMIT YOUR "REFLECTING" ESSAY TO SMARTHINKING AND MAKE ALL CORRECTIONS SUGGESTED BY THE E-TUTOR.

THEN SUBMIT THE CORRECTED ESSAY LAST--WITH THE COMPLETE MARKED-UP REPORT FROM SMARTHINKING FIRST--TO OUR ASSIGNMENTS PAGE FOR A GRADE before 4:00 on Sunday, February 5.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY INSPIRED YOU.

WEEK FOUR: February 5-12

Read "Reporting" Essays "The Long Goodbye" by Amanda Coyne, "Teaching Literature at the County Jail" by Christina Boufis, "Hiroshima" by John Berger, and "Nickel and Dimed: On (Not) Getting By in America" by Barbara Ehrenreich.

Work the Study Guide on the appropriate tab.

BEGIN "Reporting" Reading Quiz on Sunday, at 4:00-5:00 p. m. on February 12.

Read the "My Story" Sample Paper article on the appropriate tab.

Submit your APPROVED chosen complex short story title for your "My Story"

Composite Semester Paper by 4:00 p.m. on February 12 for 100 points.

Here are some short stories that we know have literary criticism on them:

<http://sulross.libguides.com/Richter2341>

WEEK FIVE: February 12-19

Reread pp. 19-23 to correctly write your "Reporting" Essay.

Write an essay (due before 4:00 p. m. on February 19) INSPIRED ON ONE of the four "Reporting" essays you read in the textbook AND SUBMITTED TO SMARTHINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR COMPLETE SMARTHINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAY WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

Remember that Reporting depends on a careful gathering of information.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY INSPIRED YOU.

ADDITIONALLY,

Submit your "Works Cited" page to BlackBoard for 100 possible points.

MAIL HARD-COPY ARTICLES OR BRING THEM TO MY OFFICE FOR A POSSIBLE 100 POINTS FOR YOUR HIGHLIGHTED SCHOLARLY, ACADEMIC, CRITICAL ARTICLES by February 19.

WEEK SIX: February 19-26

Read "Explaining" Essays "The Cave" by Plato, "What Is It about 20-Somethings?" by Robin Marantz Henig, "The Selfish Gene" by Olivia Judson, and "The Man Who Mistook His Wife for a Hat" by Oliver Sacks.

Work the Study Guide on the appropriate tab.

"Explaining" Quiz is on Sunday at 4:00 p. m. on February 26.

Submit your INTRODUCTORY PARAGRAPH COMPONENT with WORKABLE THREE-PART THESIS STATEMENT for your "My Story" COMPOSITE SEMESTER paper to SMARTHINKING.

REVISE IT AND THEN submit the Introduction and Complete Smarthinking Report TO OUR ASSIGNMENTS PAGE before 4:00 p. m. on February 26.

YOUR INTRODUCTION MUST HAVE A THREE-PART (aspects, attributes, characteristics, discussion points) ANALYTICAL THESIS STATEMENT.

TURN IT ALL IN ON ONE DOCUMENT FOR A GRADE.

WEEK SEVEN: February 26-March 5

Reread pp. 23-26 to correctly write your minimum 1,000 word "Explaining" Essay.

Remember that in the "Explaining" Essay, explanatory writers examine their subjects in terms of some relevant context that will shed light on its origin and development, its nature and design, its elements and functions, its causes and effects, or its meaning and significance.

Write an essay (due before 4:00 p. m. on March 5) INSPIRED ON ONE of the four "Explaining" essays you read in the textbook AND SUBMITTED TO SMARTHINKING FOR REVISION INSTRUCTIONS.

WEEK EIGHT: March 5-12

Read "Arguing" Essays "Watching TV Makes You Smarter" by Steven Johnson, "If Black English Isn't a Language, Then Tell Me What Is?" by James Baldwin, "How to Tame a Wild Tongue" by Gloria Anzaldua, and "Is God an Accident?" by Paul Bloom.

Work the Study Guide on the appropriate tab.

Reading Quiz over the "Arguing" essays at 4:00-5:00 p. m. on March 12

WEEK NINE: SPRING BREAK--MARCH 13-17

WEEK TEN: March 19-March 26

The textbook explains "Arguing" essays in depth on pp. 26-30.

"Arguing" Essay is due before 4:00 p.m. on Sunday, March 26

Write an essay inspired by ONE of the four "Arguing" essays you read in the textbook.

LEAVE A NOTE ON BLACKBOARD TELLING ME WHICH ESSAY INSPIRED YOU.

SUBMIT YOUR ESSAY TO SMARTHINKING FOR REVISION INSTRUCTIONS.

WEEK ELEVEN: March 26-April 2

Paragraphs One-Four Component of Semester Analytical "My Story" Paper: Submit your already revised Introduction with its Three-part analytical THESIS STATEMENT and the next THREE PARAGRAPHS to Smarthinking.

MAKE ALL THE CORRECTIONS SUGGESTED BY THE SMARTHINKING TUTOR and submit it ALL ON ONE DOCUMENT by 4:00 p. m. on April 2.

WEEK TWELVE: April 2-9

Before 4:00 p. m. on Sunday, April 9, submit a total of SEVEN revised paragraphs of your "My Story" Paper Composite.

This means the Introductory Paragraph (with THREE-PART THESIS STATEMENT) and THE NEXT SIX body paragraphs.

WEEK THIRTEEN: April 9-16

SEVEN-TEN PAGE "My Story" paper due with the Smarthinking Report and ALL OF THE CORRECTIONS MADE THAT the Smarthinking tutor suggested. Submit the entire assignment by 4:00 p. m. on April 16.

WEEK FOURTEEN: April 16-23

Study the material and begin writing essays for the Final Exam.

SUBMIT YOUR ESSAYS TO SMARTHINKING FOR REVISION INSTRUCTIONS.

INCLUDE YOUR COMPLETE SMARTHINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED ESSAYS WHEN YOU SUBMIT THEM FOR A GRADE ON BLACKBOARD.

WEEK FIFTEEN: April 23-30

Our Final Exam is scheduled for Sunday at 4:00 p. m. on April 30.

May 4, Thursday    Dead Day

May 5, 8-10, Friday, Monday-Wednesday    Final Exams

Final Exam Essays

Choose two topics from those listed below and develop coherent, lively, informative essays on them. Use MLA style and write a minimum of 500 words for each essay.

Quote from the text (Textual Evidence). Give examples.

I. What is "My Story"? Why is it needed in both life and writing assignments? Use the Assignment I wrote as your source.

II. What does the rhetorical mode of reflecting mean? Why do literary writers tend to be associated with reflecting? Elaborate on your definition. (See pp. 16-19)

III. What is the interest of the various readings in *Fields of Reading* in their own right? What issues do they raise that are worth discussing, questioning, or challenging?

IV. How do the selections offered in *Fields of Reading* help you understand the philosophical and ideological position of their authors?

V. What is the rhetorical mode of reporting and how does it compare and contrast to the other rhetorical three modes? Why do historians tend to be associated with reporting? (see pp. 19-23)

VI. Discuss the rhetorical mode of explaining. Why do scientists tend to be associated with explaining? (See pp. 23-26)

VII. Explain the rhetorical mode of arguing. Why do politicians tend to be associated with arguing? (See pp. 26-30)

Submit your two essays to Smarthinking and then REVISE them.

## EDUCATOR STANDARDS AND ASSESSMENTS

Educator Standards for English Language Arts & Reading

English Language Arts and Reading 7—12 Standard VIII

English language arts teachers in grades 7—12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Assessment:

Each student will submit a video presentation of the "My Story" Composite Semester Paper.

English Language Arts and Reading 7—12 Standard VI

English language arts teachers in grades 7—12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Assessment:

Write Rhetorical Essays--that is, emphasizing the aims (modes) of discourse or writing purposes: Reflecting, Reporting, Explaining, Arguing--explained on pp. 16-31 of *Fields of Reading 10e*

Multiple Answers, Multiple Choice, and True/False Quiz over Modes of Discourse Categories

English Language Arts and Reading 7—12 Standard V

English language arts teachers in grades 7—12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

Assessment:

Students will submit all REVISED essays at once (on one document only) with Student Writing Checklist and complete SMARTHINKING tutor's suggestions for improvements on the Assignments page.

Multiple Answer, Multiple Choice, and True/False Quiz over the idea that writing is a recursive, developmental, integrative and ongoing process

English Language Arts and Reading 7—12 Standard IV

English language arts teachers in grades 7—12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Assessment:

Read all the Rhetorical Essays assigned--that is, those emphasizing the aims (modes) of discourse or writing purposes: Reflecting, Reporting, Explaining, Arguing--explained on pp. 16-31 of *Fields of Reading* 10e.

Multiple Answer, Multiple Choice, and True/False Quizzes over all the Rhetorical Essays assigned

Students will read the "My Story" information on the Course Documents page.

Additionally, they will read various long poems, complex short stories, novellas, and essays to find one that especially speaks to them for their seven-ten page "MY STORY" COMPOSITE Semester paper. Students will submit the possible literary work title component they choose for approval. Next, they will start gathering their library sources

on their chosen work. No "My Story" Composite Semester Paper will be evaluated without ALL THE NECESSARY COMPONENT PARTS SUBMITTED BEFOREHAND.

### English Language Arts and Reading 7—12 Standard III

English language arts teachers in grades 7—12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

#### Assessment:

Class Discussion or Video Lecture on the idea that nonliterary texts are thin on metaphor and symbolism, and these texts want to tell a story and to entertain. The thematic elements and issues are simple and easily identifiable, if there are themes rather than simple morals. Chronology is true to life with a few flashbacks for providing back-story if needed. Action and events outweigh character development and psychological depth. Therefore, the reading skills and strategies needed are different from those of literary texts.

Write an essay in which you discuss reading skills and strategies for various nonliterary texts and how you would teach your students to apply these skills and strategies

This class is subject to all the policies stated in the SRSU Catalog and Student Handbook.

#### ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a

request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Distance Education Statement: 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.

## LANGUAGES AND LITERATURE DEPARTMENT STUDENT LEARNING OUTCOMES

Graduating students will demonstrate that they can

Construct essays that demonstrate unity, organization, coherence, and development

Analyze literary works by applying principles of literary criticism or theory

Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the

writer's own prose, and document them correctly using MLA format

Demonstrate creativity or originality of thought in written or multimedia projects

Compare/contrast and analyze major works and periods within World, English, and American literature

#### SYLLABI GUIDELINES CHECKLIST

Description of each major course requirement, including each major assignment and exam

General description of the subject matter of each lecture or discussion

Student Learning Outcomes (SLOs); formerly PLOs.

The syllabi for any course, required or not, listed in the program narrative matrix as a course that is used to assess the academic program should contain a list of the program's primary learning objectives

Five or six student learning objectives beginning with "The student will be able to"

The learning objectives cover three major areas:

Knowledge (lowest order of critical thinking: define, list, paraphrase, identify, describe, explain)

Skills (middle order or critical thinking: chart, solve, design, prepare, apply, demonstrate)

Attitudes or dispositions (highest order of critical thinking: compare, evaluate, infer, conclude, critique, judge)

“Match” your assignments, so that both students and SACSCOC can understand your plan of action toward achieving these student learning outcomes

“Match” your assessment methods so that both students and SACSCOC can determine how you will measure whether or not this learning has occurred.

Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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.