

**SUL ROSS STATE UNIVERSITY - RIO GRANDE COLLEGE**  
**ENGLISH 3312 W01 Advanced Composition**  
**Spring 2017**

**Instructor:** Rita L. Ortiz

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**Office Hours:** 8:00 a.m. – 5:00 p.m., Mon. – Thur.

8:00 – 4:00 p.m., Friday; and by appointment

**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, in this course we will focus on writing as communication and the writing process itself, which are both key components throughout not only your academic and professional careers, but in your personal and civic lives. 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 complete various assignments that explore different modes of writing including reflective, expository, argumentative, and research writing. These assignments will explore various topics, which will pertain to your discipline. Academic writing is not specific to literary studies, so the purpose of relating these assignments and different modes of writing to each of your disciplines is to help you hone and refine your writing skills in order to be successful in your academic career. 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.

**Student Learning Objectives (SLO)**

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:

- (1)Enhanced vocabulary
  - Assessment: All assignments and readings
- (2)Rhetorical knowledge (purpose, audience, differences in communicative situations, genre).
  - Assessment: all short papers and argumentative research paper
- (3)Critical thinking, reading, and writing (locating, evaluating, analyzing, synthesizing primary and secondary sources; reflection)
  - Assessment: all informal and formal writing assignments, readings, peer review
- (4)Understanding and use of writing processes, (multiple drafts, revising, editing, proof-reading texts, peer critiquing and collaborative thinking and writing)
  - Assessment: all papers and peer review

- (5) Knowledge of conventions (grammar, punctuation, spelling, paragraphing, and appropriate documentation)
  - Assessment: all informal and formal writing assignments
- (6) Understanding of plagiarism, articulating the ethics of using other people's ideas, understanding the various approaches to documenting sources in the different disciplines, and the mastery of student's chosen documentation style guide.
  - Assessment: argumentative research paper

#### *English Program Outcomes*

1. construct essays that demonstrate clear topic/thesis, development, organization, and appropriate language;
2. produce research projects that employ and integrate a variety of academic sources which are correctly documented;
3. [literature courses] Analyze literary works to develop ideas relevant to culture and relationships in personal and civic experiences;
4. [literature courses] demonstrate basic knowledge of the social, philosophical, historical, cultural, and political contexts of folklore;
5. understand different theoretical approaches to folklore texts;
6. continue to demonstrate the writing and documentation skills taught in freshman, sophomore English courses including critical thinking, thesis development, organization of essays, appropriate use of sources and documentation of sources, and observing the conventions of standard English--grammar, usage, mechanics, and punctuation.

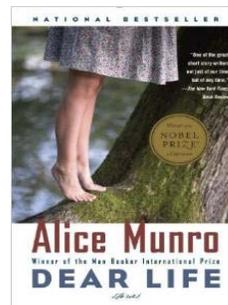
#### **Course Texts for English 3312**

You may purchase print or electronic versions.

- **Raimes, Ann. *Keys for Writers*. 8th ed. Boston: Wadsworth, 2018.**  
 This is a brand new edition released early January of 2017. Because it is so new, you can only find it (for now) on the cengage website or through your bookstore online. Here is link to the cengage website if you purchase outside of the bookstore:  
[http://www.cengage.com/search/productOverview.do;jsessionid=27CB2414719C66CCCF120B3F4EC25619?N=16+4294922390&Ntk=P\\_EPI&Ntt=1016631310115919545816393846661753781876&Ntx=mode%2Bmatchallpartial](http://www.cengage.com/search/productOverview.do;jsessionid=27CB2414719C66CCCF120B3F4EC25619?N=16+4294922390&Ntk=P_EPI&Ntt=1016631310115919545816393846661753781876&Ntx=mode%2Bmatchallpartial)
  - You may also use the previous 7<sup>th</sup> edition copy of *Keys for Writers* with the 2016 MLA update card. You may find new and used copies here: <https://www.amazon.com/Keys-Writers-2016-Update-Card/dp/1337284378>
- **Munro, Alice. *Dear Life: Stories*. New York: Vintage International, 2012.**
- Readings on Blackboard



(8<sup>th</sup> edition)



## 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>
- Writing centers in Del Rio, Eagle Pass, and Uvalde
- SMARTHINKING online writing assistance. You may access this through Blackboard.

## Grades

Each assignment has specific guidelines and a rubric to go along with it. You can locate instructions for each assignment in the Assignments tab on Blackboard.

Your grade will be determined based on a 1000-point system.

1000-900: A                      800-899: B                      700-799:C                      600-699:D                      599 or Below: F

## Assignments

Narrative/Autobiographical Essay: 100

Article Critique: 75

Journal Elements (4 @ 75 points each): 300

Discussion Board Posts & Responses (2 @ 25 points each): 50

Reflection Response (end of term): 25

Online Writing Conference: 50

Peer Review Form: 50

Argumentative Paper (Includes research): 350 total

- This assignment is considered your final and has several components:
  - Annotated Bibliography: 75
  - Outline (with documentation): 75
  - Rough Draft: 100
  - Final Draft: 100

## **Discussion Board Posts and Responses [SLO 1, 2, 3, 5, 6]**

DB posts will be graded based on content and whether you have fully addressed the question/topic.

Posts should be no less than **300 words**. Your responses should be no less than 100 words, and must be thoughtful responses. (Avoid flattery and biased responses to other students' posts.)

## **Papers [SLO 1- 6]**

*(Narrative/Autobiographical essay, article critique, argumentative research paper)*

A detailed assignment sheet for every paper will be available on Blackboard. The argumentative paper is separated into several assignments leading up to the final paper. This paper is what I call a "tiered assignment." You'll have the opportunity to practice and learn the research process by completing your paper in phases. You will also communicate and receive feedback from me in the process. For shorter papers, you will have the opportunity to brainstorm in Journal Element assignments that precede them.

## **Journal Elements [SLO 1-6]**

These are short writing assignments that involve a few questions from assigned readings, brainstorming exercises, and/or grammar exercises. I do not assess journal responses the same as I do regular papers.

You are to practice explore ideas with these assignments. (This does not mean you do not have to submit your best work.)

### **Online Writing Conferences [SLO 2, 3]**

You are to choose a time slot from a schedule provided to you by your instructor in which you will log on to a web conference via Blackboard Collaborate. You will meet with your instructor to discuss your first draft. This web conference is required and worth 75 points.

## **Course Policies**

### **Documentation**

Every single assignment you submit must be formatted in MLA or APA style depending on your preference or discipline. Do not alternate between styles; pick one to use and stick with it throughout the semester

### **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**

- Late work warrants a lower grade. Unless I am notified about the circumstances regarding the reason(s) for late work, I will not accept late assignments.
- *I will not accept any assignments during exam week.*

**Writing Center & Extra Credit policy:** You will receive an extra 5 points on your assignment if you go to the Writing Center BEFORE the assignment is due. Scan the yellow sheet(s) and submit it with your assignment. You may also take a photo of the assignment and copy-paste it to the last page of your document. You will receive 7 points for more than 1 yellow sheet (not 5 points for each form). **Any visits to the Writing Center *after* receiving feedback from the instructor, or after the assignment is graded or due do not count for extra credit.** Sessions that last five minutes or less and do not cover the assignment itself will not count for extra credit.

**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.

**Distance Education Statement**

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.