

English 3312 Fall 2018**Dr. Audrey Taylor** Audrey.taylor@sulross.edu**Office:** Sul Ross RGC Eagle Pass Site; Room B106**Phone:** 830-758-5018**Office Hours:** M/W before and after class, T 4:00-6:00 p.m., and 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.

Course Outcomes

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.

Student Learning Outcomes

1. Student Learning Outcome #1 --Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Student Learning Outcome #2-- Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Student Learning Outcome #3-- Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Course Texts

The Craft of Research (Wayne C. Booth), any edition is fine

Grammar for Writing: Understanding the Mechanics of Grammar and How Language works (Douglas Grudzina)

Assignments

Assignments will consist of reading, short quizzes on the reading, writing drafts towards a final paper, and peer-review and one on one work.

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.

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.

Weekly Syllabus

This is subject to change at instructor's discretion!

Week	Potential Content	Due
1 27/29	Introduction to course, policies, syllabus, Blackboard site, and texts Diagnostic essay "Why I Am In College" Chapter One in Grammar Writing (GW) Choose Craft of Research (CR) chapter	Reading Diagnostic Essay
2 5	No Class Labor Day (Mon.3) Academic Writing Introduction to assignment sequence GW Chapter 2 Individual reading Critical analysis of article or editorial (2 pp.)	Critical Analysis (due Wed.) Reading
3 10/12	Introduction to Annotated Bibliography GW Chapter 3 Individual Reading On Research	Topic Proposal (due Wed.) Reading
4 17/19	Prewriting/preparation for Annotated Bibliography GW Chapter 4 Individual Reading	Reading

	Begin finding Sources	
5 24/26	Drafting for Annotated Bibliography <i>GW</i> Chapter 5 Consultations with instructor or writing center Evaluating Sources	A.B. Draft Reading
6 1/3	Peer Review for Annotated Bibliography <i>GW</i> Chapter 6 Post-writing/reflection on Annotated Bibliography	Annotated Bibliography (Due Friday)
7 8/10	Prewriting/preparation for Major Draft <i>GW</i> Chapter 7 Thesis Question/ Statement Outline	Reading Outline (Due Wed.)
8 15/17	Drafting for Major Draft Peer Review for Major Draft Consultations with writing center and/or instructor Individual Reading	Reading
9 22/24	Introduction to Essay (a research project of several pages focused on argumentation, research, and synthesis) Prewriting for Essay	Major Draft (Due Wed.)
10 29/31	Research <i>GW</i> Chapter 8 Notes Individual Reading	Reading Notes (Due Wed.)
11 5/7	<i>GW</i> Chapter 9 Individual Reading Continue working on Drafts Peer-review	Reading
12 12/14	<i>GW</i> Chapter 10 Individual Reading Drafting for Essay In Text Documentation and References	Reading Referencing
13 19	Drafting for Essay Peer Review for Essay <i>GW</i> Chapter 11	Reading

	Individual Reading Thanksgiving Break, no class Wed.	
14 26/28	Post-writing/reflective activity for Essay Introduce Final Assignments (Reflections) Workshop Final Assignments	Essay Due
15 3/5	Workshop Final Assignments Required Final Assignment conferences with instructor Optional conferences with writing center	Conferences
16 10/12	Finish all work	Final Assignment

Grading Distribution:

Annotated Bibliography	20%
Major Draft	15%
Essay	20%
Final/ Reflection	10%
Conferences	5 %
Peer Reviews & Workshops	10%
Short Work	20%

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59