

ENGL 3312 Advanced Composition: Spring 2019, T/Th 12:30 to 1:45, DR Rm 101, EP Rm B114, Uv Rm B111

Dr. Sarah Roche
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Office: DR Faculty 211
Office Hrs: M – Th: 8:00 – 10:00 am
 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.

SRSU English Program Student Learning Outcomes

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 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.

ENGL 3312 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 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.

Course Texts

Kolln, Martha and Loretta Gray. *Rhetorical Grammar*. 8th edition. Pearson, 2017. ISBN-13: 978-0-13-409560-8

The Craft of Research. Wayne C. Booth et al. U of Chicago P, 2016. ISBN-13: 978-0226239736
 ISBN-10: 022623973X

The Eater Reader. James S. Miller 2011 | Pearson ISBN-13: 9780205778058

Assignment	Date due	Points Possible
Journal (6 entries/week)	daily	100
Rhetorical Grammar Exercises	T & Th	100
Question Essay	2/7	100
Bibliography 20 sources	2/21	100
Scholarly Article Critique #1	3/1	100
Scholarly Article Critique #2	3/15	100
Researched Argument Draft 1	4/4	100
Researched Argument Final Draft	4/25	200
Portfolio	5/9	100

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Grade is calculated as a percentage of your cumulative points. So if you earn 793 points, then your grade is 79% or a C.

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. If you fail to turn in any assignments, even one, you may earn an F for the course. If life gets in the way, and you find yourself turning in two papers late, withdraw from the course and take it in a semester when you have more time.

Americans with Disabilities Act

Sul Ross State University-Rio Grande College 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 Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Sul Ross State University-Rio Grande College, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.