

**Sul Ross State University**  
**English 3312**  
**Advanced Composition**  
**Spring 2019**

Instructor: Dr. Francine K. Richter  
Phone: 432-386-2677  
Office: MAB 112A Office Hours: M/W 1:00-3:00 p. m.  
Email: [frichter@sulross.edu](mailto:frichter@sulross.edu) T/Th 12:00-3:00 p. m.

**Course Text:** *Fields of Reading: Motives for Writing* 10e by Nancy R. Comley, Bedford/St. Martin's. ISBN 978-1-4576-0891-9

### **Course Objectives and Descriptions**

English 3312: Advanced Composition is a course which seeks to expand the composition aspect of literacy for students. The focus of this course is rhetorical--emphasizing aims (modes) of discourse or writing purposes: Reflecting, Reporting, Explaining, and Arguing. Beyond these four modes of writing, the students will analyze a contemporary work of literature with research for scholarly, analytical, academic articles by experts in the field and write the Semester Analytical Paper. Within this project, they will also make both personal and cultural associations with their chosen literary piece. Upon the successful completion of this course, students ought to be able to recognize the structures of writing at all levels; incorporate formal and informal research into their writing more fluently; produce more effective writing than ever before; approach writing with greater confidence and energy; improve skills in communication in order to succeed in a global society; demonstrate a knowledge of the writing process, (i.e. gathering, organizing, writing, rewriting and publishing); and master the basic techniques for improving the quality of writing.

In addition, students in English 3312 will be expected to complete the following state-mandated outcomes in order to successfully complete this course:

#### **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.

#### **Educator Standards**

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.

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.

For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

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.

### **Course Expectations**

English 3312 is a reading (contemporary essays, short stories, and novels) and writing (essays, analysis papers, and autobiography) intensive course. It is designed so that students can learn reading and analyzing in various genres and the academic, scholarly, analytical mode of writing. The purpose is to help them learn to interpret texts and communicate effectively in various rhetorical situations both in their university experience and in their professional careers after graduation.

They will think carefully about and gain experience in considering themes, characterization, plot, setting, metaphorical language, structure, and style. In writing, they will learn to consider audience, purpose, genre, stance, and media/design. The major writing assignments will be essays, analytical papers, and an autobiography.

### **Assignments:**

English 3312 will be graded according to the following percentages:

Assignments 20%

Tests 20%

Semester Paper 40%

Final Exam 20%

**Grading Percentages:** English 3312 will be graded on the percentage of 100: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below

### **Attendance and Late Work/Missed Work**

If you miss class or do not regularly participate online, you may only make up work if the absence is an excused absence. An excused absence includes a school-sponsored event, the death of an immediate family member, or an illness for which a doctor requires bed-rest, and note that an explained absence is still an absence. Proper documentation will be required in each of these instances. Students are responsible for providing that documentation to the instructor. Arrangements must be made within one week of the absence, or the student will not be allowed to make up missed work, regardless of the reason for the absence.

Assignments that are turned in unexcused and late receive five points deducted per day since the assignment was due. Thus, an assignment that is graded at a B will automatically be reduced to a C, if the assignment is two days late.

When this is a physical class, assignments are due at the beginning of class. I will not accept any late work after the Final Exam for this course. It is completely the student's responsibility to make arrangements for and to turn in late work. I will not remind students of missed or late work.

Accessibility:

If you require accommodations to ensure your successful completion of this course, see me immediately.

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 Schwartz, M. Ed., L. P. C., in Counseling and Accessibility Services, Ferguson Hall, Room 112.

The mailing address is P. O. Box

122, Sul Ross State University, Alpine, TX 79832

Telephone: 432-837-8691

E-mail: mschwartz@sulross.edu

### **Tutoring**

The Writing Center tutors are located in the Bryan Wildenthal Memorial Library.

### **Course Guidelines:**

Put only the course name and number in the Subject line of emails.

Sign your emails to me with a first and last name.

Use Arial, 12 point font and MLA style.

Double- space and do not leave extra space anywhere on the page.

Give your work an interesting, original title.

Five points will be deducted per day from the grade you would have earned before turning the assignment in as late work.

No credit for late assignments after Friday at midnight of the week the assignment was due.

Submit all writing assignments to Smarthinking (after the SACS essay).

Put the complete Assignment directions in the Assignment box when submitting work to Smarthinking.

Follow all the e-structor's revision instructions and highlight all the corrections you made in your new, revised work.

Do not make corrections on the marked-up essay.

Submit the complete Smarthinking Report (with marked-up paragraphs or essays) on ONE document only to Blackboard.

Save your work as your name first.

Pay attention to the automatic spell check and grammar check on Microsoft Word.

Essays are a minimum of 1,000 words and double-spaced throughout.

Answers to the questions on tests should be based directly and precisely on the textbook only.

The most valuable part of this course in terms of importance is the Semester Analytical Composite Paper.

Start your work early in case you or a family member becomes ill or has an accident.

After the Syllabus Quiz, there is a Study Guide for every question that will appear on every test for this course.

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

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

Cite all information and use quotation marks in your 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 or on the library site.

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.

Students must not use any material to support their claims in papers and essays that are not accessed through the Bryan Wildenthal Memorial Library, unless you have special permission.

### Course Syllabus

<b>Date</b>	<b>Assignment</b>
January 27	Blackboard, Distance Education, Syllabus, Library, and "An Introduction to Writing" Quizzes
February 3	Complex Short Story title, Author's Name, Personal/Cultural Connections
February 10	"Works Cited" and Hard-copies
February 17	"Introduction" to Semester Analytical Paper
February 24	Paragraphs One-Four
March 3	Paragraphs One-Seven
March 10	Paragraphs One-Ten
March 17	Conclusion to first half of paper—Paragraph Eleven

March 24	Autobiography March 31
April 7	“Explaining” Quiz and Essay
April 14	“Arguing” Quiz and Essay
April 21	“Reflecting” Quiz and Essay
April 28	Begin Writing Final Exam Essays
May 5	Final Exam
Last Class Day:	May 8
Dead Day:	May 9
Final Exams:	May 10, 13-15