

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

**Dr. Sarah Roche**  
**Phone:** 830 703 4837  
**Office Hours:** By appointment

**Office:** DR Faculty 211  
**Email:** smoreman@sulross.edu

### **Course Description**

Learning to write is a complex, individualized process which takes place over time with continued practice and daily reading. Five weeks is not much time for such a process; you will be introduced to practices which *you should continue throughout your lives*. This class will be a writing intensive workshop course in which you will develop your reading and writing. Given 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. You will write a sequence of assignments that culminates in a researched argument for our writing community.

### **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
- Learning to write is a complex, individualized process which takes place over time with continued practice and daily reading. Five weeks is not much time for such a process; you will be introduced to practices which *you should continue throughout your lives*. 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 Eater Reader*. James S. Miller 2011 | Pearson ISBN-13: 9780205778058
- Articles on Blackboard in "Readings" folder
- Download Grammarly.com (free version) to your computer; you should use Grammarly.com to help you clarify your writing.

Assignment	Date Due	Points Possible
Blogs	See Bb Announcements	100
Rhetorical Grammar Exercises	See Bb Announcements	100
Question Essay	6/2	100
Critical Analysis	6/9	100
Bibliography	6/16	200
Argument	6/23	200
Final Exam	7/1	200

### Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

To earn a C, writing must be free of issues that interfere with readability, some of which include:

- Sentences that do not have clear subjects and verbs
- Unclear vocabulary: wrong words, unclear words
- Unclear pronouns (it, they, them)
- Major sentence structure errors: fragments, run-ons, comma splices
- Lack of agreement between subject and verb and between verb and object
- Inconsistent capitalization (i for I, use of capital letters for common nouns, etc)
- Failure to show possessive case with apostrophes
- Spelling errors or inappropriate abbreviations (u for you, thru for through, etc)

**A paper** (professional/publishable): The A paper includes all the positive qualities of the B paper listed below. The A paper teaches readers a new perspective on the subject. The A paper persuades readers that its points should be seriously received. The A paper is original, imaginative, creative. The A paper is written in the student's own voice, so the quotations are integrated into the student's sentences without undermining his or her voice. The A paper fully develops and discusses the thesis and how each supporting detail connects to the thesis so that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also engaging without unclear passages or errors that distract the reader. The title and the opening get the reader's attention and make sense; the transitions clearly connect paragraphs to the thesis; the sentences are clear and correct; the vocabulary is varied and precise.

**B paper** (superior): The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers meaningful information--that is, information that raises a new awareness for the reader. Its specific points are logically ordered, well-developed, and unified around a clear thesis that is apparent *early in the paper*. It may develop an idea fully and accurately but some of the B paper's content may say the obvious, what the reader already knows, or it may not develop discussions about the supporting details as fully as the A paper does. The opening paragraph gets the reader's attention; the closing paragraph is conclusive and connects nicely to the opening. The transitions between paragraphs are mostly smooth, the

sentence structures varied. The vocabulary is concise and precise.

**C paper** (good; fulfills the assignment): The C paper is competent; however it generally tells the reader what he or she would know already, so that the reader does not gain a new perspective on the topic or the literature. The C paper satisfies the assignment, does not have too many distracting errors and is mostly well-organized and developed. The thesis may be general or vague so that the supporting references to the readings don't always connect well. Some of the supporting details may not be explained or discussed very fully and ideas may be unnecessarily repeated. The paragraphs may not be organized as logically as further revision might have achieved. It may have a pattern of sentence structure errors or other kinds of error. Vocabulary may be general or repetitious. The C paper is capable of becoming a B or A paper, but it needs more revising of ideas and paragraphs, editing of sentences and words, and proofreading of mechanical errors and formatting.

**D paper** (Unsatisfactory): This paper seems incomplete. It may contain an unclear thesis or none at all, it may simply restate some ideas from sources, or it may lack organization. Patterns of error interfere with the audience's reading and cause the communication to fail. However, the D paper shows that with revision and editing it could become a more successful paper.

**F paper** (Unacceptable): Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is hard to read. Mechanical errors are frequent. In short, the ideas, organization, and style fall far short of acceptable college writing in English.

### Course Policies

**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.

### Procedures and Policies for Blackboard Courses

Course assignments must be produced in **Microsoft Word documents whose file names end in .doc**. If you have questions about Blackboard, contact Sandy Bogus at 432-837-8523 or [sbogus@sulross.edu](mailto:sbogus@sulross.edu).

Late papers will not be accepted, unless you notify me three days before the assignment deadline by a memo email explaining your situation and requesting an extension. The email memo must be professional, revised and edited.

### 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.

### **Grade Changes**

Please discuss your grades with me during the first four weeks of the session. 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 fifth 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. Hernandez]" (17).

### **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.

### **Schedule**

#### **Week 1 Wednesday May 29 to Sunday June 2**

#### **Assignments Due: Question Essay, Rhetorical Grammar Exercises, Blog entries**

Wednesday: Read D. Payne-Sturges et al’s article “Student Hunger on Campus” in Bb Readings. Read *Rhetorical Grammar* pages 6-11, do Exercises 1 and 2 then check your answers using answers on p 253 and submit even numbered answers to Assignments, Exercises 1 & 2 link. Write short, three-sentence Blog entry introducing yourself to the class and identifying one of your food-related questions—write all blog entries in Word files that you check using Grammarly.com and that you read out loud and revise and edit. Read Question Essay Assignment handout under Assignments, Question Essay. Start thinking about a question to explore.

Thursday: Read M Halteman’s article “Knowing the Standard American Diet by Its Fruits . . .” in Bb Readings. Read *Rhetorical Grammar* pages 10-15 and do Exercise 3 then check your answers using answers on p 253, and submit even numbered answers to Assignments, Exercise 3 link. Write a three-sentence Blog entry on one question you have about the reading “Knowing the Standard American Diet by Its Fruits . . .” Find three articles about the question on food you are considering.

Friday: Read “A Risky Solution for the Wrong Problem . . .” Read *Rhetorical Grammar* pages 17-21 and do Exercise 4 then check your answers using answers on p 253, and submit even numbered answers to Assignments, Exercise 4 link. Write a short five-sentence blog comparing how two authors introduce and

conclude their articles. Decide on your research question about food, and draft your Question Essay.

Saturday: Read “Public Perspectives on Food Risks.” Read *Rhetorical Grammar* pages 22-26 and do Exercise 5 then check your answers using answers on p 253, and submit even numbered answers to Assignments, Exercise 5 link. Revise your Question Essay draft. Use Grammarly.com and reading out loud to hear unclear words and sentences and revise.

Sunday: Edit Question Essay about a food topic and submit to Assignments in Blackboard.

**Week 2** Monday June 3 to Sunday June 9

**Assignments Due: Critical Analysis, Rhetorical Grammar Exercises, Blog entries**

Monday: Read Snyder “Whence the Beef?: The Gruesome Trip From Pasture to Platter” in *The Eater Reader* (87 ff). Write a five-sentence blog entry on Snyder’s style and use of the appeal to emotion. Read *Rhetorical Grammar* pages 27-29 and do Exercises 6 & 7 then check your answers using answers on p 254, and submit even numbered answers to Assignments, Exercises 6&7 link.

Tuesday: Read Clark “Meatless Like Me: I May Be a Vegetarian, but I Still Love the Smell of Bacon” (*Eater Reader* 92 ff). Write a short blog entry about Clark’s use of transitions between paragraphs and quote the transition you think is most effective. Choose one article to evaluate for Critical Analysis; summarize key ideas of article. Read *Rhetorical Grammar* pages 33-37 and do Exercise 8 and submit to Assignments, Exercise 8 link.

Wednesday: Read Shah “Causes of Hunger Are Related to Poverty” (*Eater Reader* 97 ff). Draft an evaluation of the article—what makes the article informative and readable? How does the author help you understand the content? Read *Rhetorical Grammar* pages 37-42 and do Exercise 9 then check your answers using answers on p 254, and submit even numbered answers to Assignments, Exercise 9 link.

Thursday: Draft further evaluation—how could the author have addressed questions you had? Read *Rhetorical Grammar* pages 42-46 and do Exercise 10 and submit to Assignments, Exercise 10 link.

Friday: Revise Critical Analysis, then edit using Grammarly.com and by reading the draft out loud.

Saturday: Edit Critical Analysis

Sunday: Submit Critical Analysis

**Week 3** Monday June 10 to Sunday June 16

**Assignments Due: Bibliography, Rhetorical Grammar Exercises, Blog entries, Claim and Reasons with Evidence**

Monday: Read Bauer’s “Between Meals: Who Determines If Food is Authentic?” (*Eater Reader* 177) and write a five sentence response about ideas of authenticity in this border region. Read *Rhetorical Grammar* pages 193-200 and do Exercise 38 and submit to Assignments, Exercise 38 link. Complete five entries in Bibliography—use MLA 8<sup>th</sup> edition OR APA but do not mix the two styles.

Tuesday: Read Ettlinger’s “Where Does Polysorbate 60 Come From, Daddy?” (*Eater Reader* 16 ff) and write a five sentence response about how Ettlinger uses a question for his research and short article. Read *Rhetorical*

*Grammar* pages 200-203 and do Exercise 39 and submit to Assignments, Exercise 39 link. Complete five more entries in Bibliography.

Wednesday: Read Argument assignment handout and work on developing a claim out of your question. Read *Rhetorical Grammar* pages 203-206 and do Exercise 40 and submit to Assignments, Exercise 40 link. Complete five more entries in Bibliography.

Thursday: Read handouts on writing arguments and write five versions of a claim you might develop. Read *Rhetorical Grammar* pages 206-207 and do Exercise 41 and submit to Assignments, Exercise 41 link. Complete five more entries in Bibliography.

Friday: Read *Rhetorical Grammar* pages 207-214 and do Exercise 42 and submit to Assignments, Exercise 42 link. Revise and edit Bibliography. Review articles and other sources you have read and make a list of effective ways those authors integrate quotations into their own sentences. Use those models for integrating your sources in your Argument.

Saturday: Edit and proofread Bibliography. Continue developing Argument—claim and reasons with evidence. Submit your claim and reasons to the Assignment link “Claim and Reasons with Evidence”

Sunday: Submit Bibliography

**Week 4** Monday June 17 to Sunday June 23

**Assignments Due: Argument, Rhetorical Grammar Exercises, Blog entries**

Monday: Write a blog listing two types of evidence you will use to support your reasons. Continue developing your argument: is your claim clear? Have you supported it with reasons?

Tuesday: Read Fraser’s “The French Paradox” and write a five-sentence blog explaining what Fraser’s paradox is and your own ideas about that paradox.

Wednesday: Review all the readings you’ve read and select two that introduce their articles particularly well. Write about how you could imitate those introductions in a blog entry.

Thursday: Review articles and other sources you have read and make a list of effective ways those authors integrate quotations into their own sentences. Use those models for integrating your sources.

Friday

Saturday

Sunday

**Week 5** Monday June 24 to June 30

**Assignments Due: Final Exam, Rhetorical Grammar Exercises,**

Monday: Read *Rhetorical Grammar* pages 215-219 and do Exercise 43 and submit to Assignments, Exercise 43 link.

Tuesday: Read *Rhetorical Grammar* pages 47-53 and do Exercises 11 & 12 and submit to Assignments, Exercises 11 & 12 link.

Wednesday: Read *Rhetorical Grammar* pages 54-56 and do Exercise 13 and submit to Assignments, Exercise 13 link.

Thursday: Read *Rhetorical Grammar* pages 56-66 and do Exercise 14 and submit to Assignments, Exercise 14 link.

Friday: Read *Rhetorical Grammar* pages 66- 69 and do Exercise 15 and submit to Assignments, Exercise 15 link.

**Finals Week July 1 to July 2**

Submit final exam by July 2nd