

Sul Ross State University
Department of Humanities
ENGLISH 3312 Advanced Composition

Dr. Sarah Roche

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Hours Available:

T & W: 1 - 4

Th: 1 - 5

by appointment

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 that 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 that *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
- 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
Rhetorical Grammar Exercises	Weekly	100
Question Essay	9/17	50
Interpretation/Analysis	10/1	50
Interpretation/Analysis	10/15	50
Survey of Literature	10/22	100
Discussion of Findings	10/29	100
Analytical Research Paper	11/12	200
Reflection	11/26	200
Final Exam	12/3	100
Total		1000

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

Course Policies**Turning in Assignments and Grade Complaints**

To pass the class you must successfully complete and turn in each assignment by the due date—submit written assignments to Blackboard (I will not accept email submissions) and be in class on the day when in-class work is due. All assignments must be turned in to pass this course.

Please discuss your grades with me during the semester and before the fourteenth week of class or the last month of the semester. You have the right to appeal your grade as you can see in the Student Handbook at <https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/academic.pdf>. If you disagree with a grade you receive, 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 Humanities Department, Dr. Jorge Hernandez at jorgehernandez@sulross.edu, Office Room # B 103, and phone 830 758-5016. If your grievance is not resolved, contact the dean, Dr. Veronica Mendez at vxm16hk@sulross.edu or at 830 279-3023. Any grievance regarding a grade must be filed within one year of receiving the grade.

ADA Statement

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

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.

Schedule

Week 1

8/27

For next class: Watch the TED Talk: “Poverty Isn’t a Lack of Character . . .” and read “The Global Economy’s Next Winners” in Blackboard under Readings

Read RG Ch 1

Write answers to Ex 1 (p9), Ex2 (11), Ex 3 (15)

Week 2

9/3

Discuss the TED Talk: “Poverty Isn’t a Lack of Character . . .” and read “The Global Economy’s Next Winners”

Discuss Research

For next class: read “Poverty Impedes Cognitive Function” and RG Ch 2 “Sentence Patterns”

Write answers to Ch 2 Ex. 4 (21), Ex 5 (26), Ex 6 (28), and Ex 7 (29)

Week 3

9/10

Discuss “Poverty Impedes Cognitive Function” and RG Ch 2

For next week, read *Interviews with Workers around the World* and “Mass Migrations that Define Our Age” and RG Ch 3 “Our Versatile Verbs” and complete Ex 8, 9

Week 4 Question Essay Due 9/17

9/17

Discuss *Interviews with Workers Around the World* and “Mass Migrations that Define Our Age” and RG Ch 3. Preview Ex 15.

For next week, read “As the Amazons Burn,” “China’s Ban on Trash . . .” and “How China’s Plastic Waste Ban . . .” as well as RG Ch 4 “Coordination and Subordination” and complete Ex 11, 12, and 13.

Week 5

9/24

Discuss “As the Amazons Burn,” “China’s Ban on Trash . . .” and “How China’s Plastic Waste Ban . . .” as well as RG Ch 4

For next week, read “China Muslims” and “Missing Chinese Photographer” and RG Ch 4 “Coordination and Subordination” pages 56 – 73 and do Ex 14 and 15

Week 6 Interpretation and Analysis of Assigned Reading due 10/1

10/1

Discuss “China Muslims” and “Missing Chinese Photographer” and RG Ch 4 “Coordination and Subordination”

For next week, read “Party Man,” and the two articles about Hong Kong as well as RG Ch 5 “Choosing Adverbials” and do Ex 16, 17, and 18

Week 7

10/8

Discuss “Party Man,” and the two articles about Hong Kong as well as RG Ch 5

For next week, read “Tea Plantation Workers in India,” “Drink Coffee, Save the Birds,” and “What Tanzania’s Coffee Farmers Can Teach the World” and RG Ch 6 “Choosing Adjectivals” and do Ex 20 and 21.

Week 8 Interpretation and Analysis of One source due 10/15

10/15

Discuss “Tea Plantation Workers in India,” “Drink Coffee, Save the Birds,” and “What Tanzania’s Coffee Farmers Can Teach the World” and RG Ch 6

Preview Ex 28 in RG Ch 7

For next week, read “Do Private Coffee Standards ‘Walk the Talk’?” and RG Ch 7 “Choosing Nominals” and do Ex 26 and 28.

Week 9 Survey of Literature due 10/22

10/22

Discuss “Do Private Coffee Standards ‘Walk the Talk’?” and RG Ch 7

Preview Ex 30 and 31 in RG Ch 9.

For next week, read “The Bilingual Advantage in the Workplace,” “The Future of Work in Mexico,” “The Future of Jobs in Developing Asia,” and “The 10 Vital Skills You Will Need for the Future of Work”; read also RG Ch 9 “Cohesion” and do Ex 30 and 31.

Week 10 Findings due 10/29

10/29

Discuss “The Bilingual Advantage in the Workplace,” “The Future of Work in Mexico,” “The Future of Jobs in Developing Asia,” and “The 10 Vital Skills You Will Need for the Future of Work,” and RG Ch 9

For next week, read “Eye Contact with Your Baby,” “Speaker Gaze Increases Information Coupling,” and RG Ch 10 “Sentence Rhythm” and do Ex 32 and watch the video *How Reading Interventions Impact the Brain*

Week 11 draft of research paper due in class 11/5

11/5

Discuss *How Reading Interventions Impact the Brain*, “Eye Contact with Your Baby,” “Speaker Gaze Increases Information Coupling,” and RG Ch 10

In class, use rubric to evaluate research paper drafts

For next week, read “Most U.S. Teens See Anxiety and Depression as a Major Problem among Their Peers” and

RG Ch 11 “The Writer’s Voice” and do Ex 35 and 36

Week 12 **Analytical Research Paper due 11/12**

11/12

Discuss “Most U.S. Teens See Anxiety and Depression as a Major Problem among Their Peers” and RG Ch 11

For next week, read RG Ch 12 “Words and Word Classes” and do Ex 38 and 39.

Week 13

11/19

Discuss RG Ch 12 “Words and Word Classes”

For next week, revise your research paper when you receive it and write the Reflection.

Week 14 **Reflection due 11/26**

11/26

Week 15 **In-class final exam on 12/3**

12/3