

## 3Sul Ross State University

### ENGL 3312 Advanced Composition

Summer 1 2020

Zoom Monday/Wednesday 1:00 – 4:45

Professor: Dr. Sally Roche  
 Email: [smoreman@sulross.edu](mailto:smoreman@sulross.edu)  
 Phone: 830 703 4837  
 Hours of Tuesday - Thursdays  
 Availability: 1:00 – 5:00  
 and by appointment (email me)



#### Course Description

This is a class that will be delivered both online and using Zoom class meetings on Mondays and Wednesdays at 1:00 pm. 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 resources and strategies 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 research paper for our writing community. You will enhance your writing by daily reading and by revising every assignment for which you receive feedback. Study the feedback and revise.

#### BA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

#### 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

Students will be able to

- Think critically in reading, and writing (locating, evaluating, analyzing, synthesizing primary and secondary sources; reflection). Assessment: in-class writing, argument essays, resource evaluations, peer critiques;
- Use writing processes to communicate effectively (multiple drafts, revising, editing, proof-reading texts, peer critiquing and collaborative thinking and writing). Assessment: all essays, group work and peer critiques;
- use conventions to communicate effectively (grammar, punctuation, spelling, paragraphing, and appropriate documentation). Assessment: in-class writing, all essays;
- Understand plagiarism and practice ethical codes of using other people's ideas and documenting sources in the different disciplines.

### Course Texts

All readings will be posted to the Readings folder in Blackboard.

### Assignments, Activities, Due Dates, and Grades

Assignment	Date Assignment is Due	Points
Discussions (4, each worth 50)	R 5/23, T-R 5/26-28, T-R 6/2-4, T-R 6/9-11	200
Question Essay	Su May 24	100
Summary, Paraphrase, Quotation	Tu May 26	50
Video Presentation with Handout #1	Fr May 29	50
Critical Response Essay	Su May 31	100
Video Presentation & Handout #2	Fri June 5	50
Literature Review	Su June 7	100
Thesis, Reasons, Evidence	Su June 14	100
Research Paper	Su June 21	200
Video Presentation & Handout #3	Mo June 22	50
Total		1000

### 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 out of 1000 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

**All assignments must be submitted to Blackboard unless otherwise notified.**

### Turning in Assignments on Time

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. Assignments that are accepted late may not receive feedback. If life gets in the way, please email me so that we can make a plan for your success.

### 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.

**MRGC 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](mailto:kbiddick@sulross.edu).

**Alpine students** seeking accessibility services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203

## Schedule

### Week 1 May 20 – 24

**Meetings/Communications:** Wednesday 5/20: Zoom meeting at 1:00 p.m. (check email and Blackboard Announcements for link)—If you work, you do not have to attend the 1:00 meeting.

#### Readings and Videos

"The Healing Power of Reading" Michelle Kuo  
 "Reading Literary Fiction Can Make You Less Racist"  
 Fiction and Geopolitical Understanding  
 "Novel Finding: Reading Literary Fiction Improves Empathy"  
 "Transportation into a Story Increases Empathy"  
 "No Speak English" Sandra Cisneros  
 "The Little Boy and the Old Man" Shel Silverstein  
 "Dulce et Decorum Est" Wilfred Owen

**Choosing & Using Sources: A Guide to Academic Research** Read 1-Research Questions, 2-Types of Sources, 8-How to Cite Sources

**Discussion #1: Post discussion by Saturday 5/23**

**Paper due: Question Essay due Sunday 5/24—Go to Assignments folder to find assignment handout and submission link.**

### Week 2 May 26 – 31

**Meetings/Communications:** Wednesday 5/27: Zoom meeting at 1:00 p.m

#### Readings and Videos

"What's the Use of Reading? Literature and Empathy"  
 "What Would Make Children Read for Pleasure More Frequently?"  
 Impact of Reading Groups . . . for Older Adults with Dementia  
 "Changing Race Boundary Perception . . . "  
 "The Fall of the House of Usher" Edgar Allan Poe  
 "A Rose for Emily" William Faulkner

**Choosing & Using Sources: A Guide to Academic Research** Read 5-Search Tools, 6-Evaluating Sources, 7-Ethical Use of Sources, 9-Making an Argument

**Discussion #2: Post discussion Tuesday, 5/26 respond to classmates by Wednesday**

**Exercise Summary, Paraphrase, Quotation due Tu 5/26. Go to Assignments folder to find assignment handout and submission link.**

**Video Presentation with Handout #1**

**Friday May 29**

**Paper due: Critical Response due Sunday 5/31. Go to Assignments folder to find assignment handout and submission link.**

**Week 3 June 1 - 7**

**Meetings/Communications:** Monday 6/1 and Wednesday 6/3: Zoom meeting at 1:00 p.m

**Readings and Videos**

A Talk about Human Rights by Steven Pinker

“The Literacy Revolution”

“Does Reading Literature Make You More Moral?”

“Reading for Pleasure in Childhood and Adolescence”

“Assessing the Impact of Reading for Blind and Partially Sighted Adults”

“Reading Aloud: Engaging Young Children during a Read Aloud Experience”

**Choosing & Using Sources: A Guide to Academic Research** Read 10-Writing Tips

**Discussion #3 Post discussion Tuesday, respond to classmates by Wednesday**

**Video Presentation with Handout #2 Friday June 5**

**Paper due: Literature Review due Sunday June 7. Go to Assignments folder to find assignment handout and submission link.**

**Week 4 June 8 – 14**

**Meetings/Communications:** Monday 6/8 and Wednesday 6/10: Zoom meeting at 1:00 p.m

**Readings and Videos**

“Story and Identity: Moving Beyond the Self” David Bowles

“Encouraging Parent-Child Book Sharing . . . “

“Practices and Benefits of Reading in the Mathematics Curriculum”

“Cracking the Reading Code”

**Discussion #4 Post discussion Tuesday, respond to classmates by Wednesday**

**Paper due: Thesis, Reasons, Evidence due Sunday June 14. Go to Assignments folder to find assignment handout and submission link.**

**Week 5 June 15- 21**

**Meetings/Communications:** Monday 6/15 and Wednesday 6/17: Zoom meeting at 1:00 p.m

**Paper due: Research Paper due Sunday June 21. Go to Assignments folder to find assignment handout and submission link.**

**Video Presentation with Handout #3**

**Monday June 22**