

**English 3312 Fall 2021****Dr. Audrey Taylor** Audrey.taylor@sulross.edu**Office:** Sul Ross RGC Eagle Pass Site; Room B106**Phone:** 830-758-5018**Office Hours:** T/W/TH 9-11 am, 5-5:45 pm and by appointment

The best way to reach me is via e-mail!

**Class:** 6-8:45 W, EP B 114, U B111, DR 101**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.

**Course Outcomes**

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.

**Student Learning Outcomes**

1. Student Learning Outcome #1 --Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Student Learning Outcome #2-- Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Student Learning Outcome #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.

### Course Texts

*The Craft of Research* (Wayne C. Booth), any edition is fine

*Grammar for Writing: Understanding the Mechanics of Grammar and How Language works* (Douglas Grudzina)

### Assignments

Assignments will consist of reading, short quizzes on the reading, writing drafts towards a final paper, and peer-review and one on one work.

### Course Policies

#### Scholarly 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. A "0" will be earned for any assignment exhibiting signs of 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 can be earned if the work exhibits any of these kinds of scholastic dishonesty.**

#### Attendance, etc. policy

Research has shown that class attendance is an important factor in how well a student does, and how much material they retain (in other words, student success). For instance, Kassarnic et al. argue that "early and consistent class attendance strongly correlates with academic performance".

I use a token system. You begin the course with three tokens. You exchange a token for:

- early departure or late arrival from and to class (10+ minutes)
- an absence
- an extra 48 hours to complete a major assignment (except the final portfolio)
- a missed quiz

You must let me know that you are using a token. It is up to you how you use your tokens. If you use all your tokens you will be penalized for any further early departures/late arrivals/absences/late assignments/missed quizzes. If you have all three tokens at the end of the course you will receive an extra five points on the final paper.

**Late Papers/Assignments**

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in even one assignment, you may earn an F for the course.

This is a cumulative course (one project builds from another) as a result, students who fall behind tend to stay behind and do badly in the course. Because of this I DO NOT accept assignments that are later than two days. Please prepare for electrical failures, computer meltdowns, personal crisis, etc.

**Grade Changes**

Please discuss your grades with me during the semester. There is no extra credit available once the class has finished, but to make up points you may re-do assignments within two weeks of their return. This does not apply to the final paper or portfolio. Once the semester is over and I have entered grades into the system, however, I will not consider grade changes except where I have made a number miscalculation.

**ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

**Blackboard**

This course requires numerous written assignments, all of which *must* be submitted to Blackboard by the published deadline. Please be prepared for electronic failures, last minute issues etc. These are *not* acceptable excuses for missing a deadline.

**Teleconference Courses**

I am teaching this course by teleconference in Uvalde, Del Rio, and Eagle Pass. I will not always be in the classroom that you are in which makes it difficult for you to speak with me before and after class. Please email me (see email address above) to make an appointment for us to meet or to have a phone conversation. My goal is your success! I welcome all requests for office, phone, or video conference appointments, and e-mailed questions.

### Weekly Syllabus

*This is subject to change at instructor's discretion!*

Week	Potential Content	Due
<b>1. 8 25</b>	Introduction to course, policies, syllabus, Blackboard site, and texts Diagnostic essay "Why I Am In College" Formal Introduction Email Chapter One in Grammar Writing (GW) Choose Craft of Research (CR) chapter	<b>Reading</b> <b>Diagnostic Essay</b> <b>Formal Email</b>
<b>2. 9 1</b>	Academic Writing Introduction to assignment sequence GW Chapter 2 Individual reading	<b>Topic Proposal</b> <b>Reading</b>
<b>3. 9 8</b>	Introduction to Annotated Bibliography GW Chapter 3 Individual Reading Critical analysis of article or editorial (2 pp.)	<b>Critical Analysis</b> <b>Reading</b>
<b>4. 9 15</b>	Prewriting/preparation for Annotated Bibliography GW Chapter 4 Individual Reading Begin finding sources	<b>Reading</b>
<b>5. 9 22</b>	Drafting for Annotated Bibliography GW Chapter 5 Consultations with instructor or writing center Evaluating Sources	<b>A.B. Draft</b> <b>Reading</b>
<b>6. 9 29</b>	Peer Review for Annotated Bibliography GW Chapter 6	<b>Annotated</b> <b>Bibliography</b>
<b>7. 10 6</b>	Prewriting/preparation for Major Draft GW Chapter 7 Thesis Question/ Statement Outline	<b>Reading</b> <b>Outline</b>

<b>8. 10 13</b>	Drafting for Major Draft Peer Review for Major Draft Consultations with writing center and/or instructor Individual Reading	<b>Reading</b>
<b>9. 10 20</b>	Introduction to Essay (a research project of several pages focused on argumentation, research, and synthesis) Prewriting for Essay	<b>Major Draft</b>
<b>10. 10 27</b>	Research GW Chapter 8 Notes Individual Reading	<b>Reading Notes</b>
<b>11. 11 3</b>	GW Chapter 9 Individual Reading Continue working on Drafts Peer-review	<b>Reading Second Draft</b>
<b>12. 11 10</b>	GW Chapter 10 Individual Reading Drafting for Essay In Text Documentation and References	<b>Reading Referencing</b>
<b>13. 11 17</b>	Drafting for Essay Peer Review for Essay Introduce Final Assignments (Reflections) GW Chapter 11 Individual Reading	<b>Reading</b>
<b>14. 12 1</b>	Workshop Final Assignments	<b>Essay Due</b>
<b>15. 12 8</b>	Finish all work by December 8	<b>Portfolio Due</b>

\* **Note:** Each writing class is composed of different students with different writing needs, thus, only the major assignments are listed with due dates, and even these might change. Keep up to date on reading and I will notify you in class if there is anything different for the following week's class.

**Grading Distribution:**

Critical Analysis	100 points
Annotated Bibliography	150 points
Outline	50 points
Major Draft	150 points
Essay	300 points
Final Portfolio	150 points
Peer Reviews, Workshops, Quizzes	100 points

**Grading**

A: 900 – 1000

B: 800 – 899

C: 700– 799

D: 600 – 699

F: 0 – 599

**Assignments**Critical Analysis 100 points

For this assignment you need to pick an appropriate source related to your topic and write 2 pages (double spaced), arguing whether it is a good source or not, and why. This should be a critical examination and **not** plot or content summary.

Annotated Bibliography 150 points

For this assignment you need to have an appropriate style citation for four academic sources, a summary, an analysis, and how it relates to your research project for each one.

Outline 50 points

This needs to be an outline of your final paper, including which sources you think you will use where.

Major Draft 150 points

This should be at least 3 pages double spaced, with remarks where you know you are missing something (bibliography, conclusion, etc.)

Final Draft 300 points

This should be 5-7 pages, double spaced, with four academic sources.

Portfolio 150 points

The portfolio will contain all of your work for the class, with reflections.