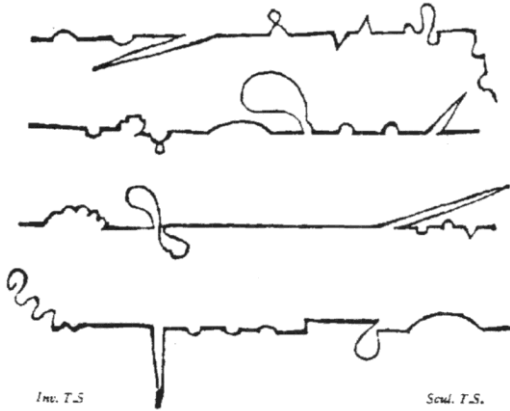


Advanced Composition



Narrative direction in the novel *Tristram Shandy* according to the author, Lawrence Stern.

Textbook

Kolln, Martha and Loretta Gray. *Rhetorical Grammar, Grammatical Choices, Rhetorical Effects*. Pearson, 2017.

Articles on rhetoric and current issues will be provided.

Course Objectives

The primary goal of this course is to develop skills in research writing. The class will also introduce rhetorical theory and the fundamentals of grammar. The study of rhetoric should improve a student's writing process and help students evaluate varying writing situations. Grammar will help students not only with editing, but also show the range of choices writers have at the sentence structure level. This course is primarily a workshop class, in which students collectively share their writing, revise and edit it, and then formally present it to one another.

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.

Location:

BB Collaborate at 6-8:50 pm, Tuesdays

Instructor: Theron Francis, Ph.D.

Email: tfrancis@sulross.edu

Office: Morelock 112C

Office Phone: 8283

Office Hours: MW 5-6 pm Mondays and Tuesday via BB Collaborate web conferencing or by appointment

English 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.

I. Discussion Board Posts

There will be weekly Discussion Board topics covering readings on writing, writing pedagogy, and your own research and writing process. I will join the discussions after students post, and respond to the discussion as a whole. Your discussion posts will be graded at the end of the term. Each post should be at least 300 words or about one typical page. Your ideas must be well developed. One of your posts may end up forming the basis for your term paper.

II. Rhetorical Grammar Exercises

During the first half of the class, we will study Martha Kolln and Loretta Gray’s *Rhetorical Grammar*, covering one chapter per week. There are about five sets of exercises per week. At mid-term, after eight weeks, I will collect your exercises and grade them as a whole. We will cover chapters one through seven and 12.

III. Academic Research Paper on Writing

All students will write a research paper about writing. There are many different aspects of writing you can write on: writing pedagogy, writer’s notebooks, writing in social media, contrastive writing styles across cultures, invention and pre-writing techniques, EFL writing, process writing, publication, etc. You should aim for about six (6) pages in length. Before you get there, you will submit a statement of purpose, two dialectical journals, an annotated bibliography with summaries of five sources. I would also like to see an early draft of your paper sent to me by email (voluntary).

IV. Content Study Notebook with a Reflective Statement

A content study notebook is like a portfolio. It comprises your work for the class. The reflective statement serves as a cover letter. It “defends” the quality of one’s work, noting what one has discovered, accomplished, and learned. It should include all of the four units of the course: Discussion posts, exercises from Rhetorical Grammar, your term paper and all the writing that led to its development. Include the statement of purpose, dialectical journals, annotated bibliography, one early draft, and the final draft. The Content Study Notebook can be used to prepare for TEA certification examinations. It is general intended to be a useful resource for use as an advanced student or a teacher.

V. PowerPoint Present

Because this is a course on advanced academic writing, you will share the findings in your research paper to the class during the last days of class or the final in a PowerPoint presentation. The presentation will be relatively short—less than 10 minutes.

Projects and Grade Outline

| Projects | Due Date | Points |
|--|----------------------------|-------------|
| I. Discussion Post | 5 thru first half of class | 100 |
| II. Exercises from <i>Rhetorical Grammar</i> | mid-term March 15 | 300 |
| III. Major Report | | 300 |
| A. Statement of Purpose | March 22 | EC |
| B. Dialectical Journal for 2 sources | 3.29 and 4.5, 25 each | 50 |
| C. Annotated Bibliography: 5 sources | 4.12 | 50 |
| D. Final Research Paper | 4.26 | 200 |
| IV. Content Notebook | 5.2 | 200 |
| V. PowerPoint Presentation | 5.2 | 100 |
| | | 1000 points |

Attendance Policy

More than four (4) unexcused absences will result in the student being dropped from the course with a failing grade. Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Deadlines

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities and Counseling Services

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

Tutoring at the English Department's Online Writing Center

The English Department provides tutoring through Blackboard Collaborate. I will assign extra credit for major assignments receiving feedback from the tutors in the English Department's Online Writing Center.

Plagiarism and Academic Integrity


Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is correct, please ask before turning in the work.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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.

Course Calendar

| Dates | Activities | Topics | Objectives, Resources and Due Dates |
|----------|---|--------|-------------------------------------|
| Week One | | | |
| 1.11 | <i>Rhetorical Grammar</i> Introduce Chapter 1, A Review of Words and Phrases | | |
| Week Two | | | |
| | <i>Rhetorical Grammar</i> | | Post 1 Due |

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|------------|---|------------|---|
| 1.18 | Chapter 1 and 2, Sentence Patterns | | On Mike Rose's "Lives on the Boundary" |
| Week Three | | | |
| 1.25 | <i>Rhetorical Grammar</i> Chapter 3 Versatile Verbs | | Post 2 Due On Harlan Ellison's writing process |
| Week Four | | | |
| 2.1 | <i>Rhetorical Grammar</i> Chapter 4 Coordination and Subordination | | PJ Corbett's Introduction to Classical Rhetoric |
| Week Five | | | |
| 2.8 | <i>Rhetorical Grammar</i> Chapter 5 Adverbials | | Post 3 Due Peter Elbow |
| Week Six | | | |
| 2.15 | <i>Rhetorical Grammar</i> Chapter 6 Adjectivals | | Post 4 Due David Bartholomae "Inventing the University" |
| Week Seven | | | |
| 2.22 | <i>Rhetorical Grammar</i> Chapter 7 Nominals | | |
| Week Eight | | | |
| 3.1 | <i>Rhetorical Grammar</i> Chapter 12 Words and Word Classes | | Post 5 Due Lucy Calkins |
| Week Nine | | | |
| 3.8 | Spring Break | |  |
| Week Ten | | | |
| 3.15 | Library Resources Tour Research, Discovery and Recursion | | Upload Grammar Exercises: March 15 |
| Week 11 | | | |
| 3.22 | Drafting, paragraph form, and approaches to writing | Post 6 Due | Statement of Purpose Due: March 22 |
| Week 12 | | | |
| 3.29 | Citation and plagiarism Academic style | Post 7 Due | Dialectical Journal #1 Due: 3.29 |
| Week 13 | | | |

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|-----------------------|---|-------------|----------------------------------|
| 4.5 | Cohesion, unity, and discourse style | Post 8 Due | Dialectical Journal #2 Due: 4.5 |
| Week 14 | | | |
| 4.12 | Revision, Editing, proofreading | Post 9 Due | Annotated Bibliography Due: 4.12 |
| Week 15 | | | |
| 4.19 | Publication | Post 10 Due | |
| Week 16 | | | |
| 4.26 | Last Day of Class: Tuesday, 4.26 Power Point Presentations | | Term Paper Due Date: 4.26 |
| Week 17 (Finals Week) | | | |
| | Final Exam: Monday, May 2, 6 pm. Power Point Presentations | | Content Notebook Due: May 2 |

Educator Standards:

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

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.