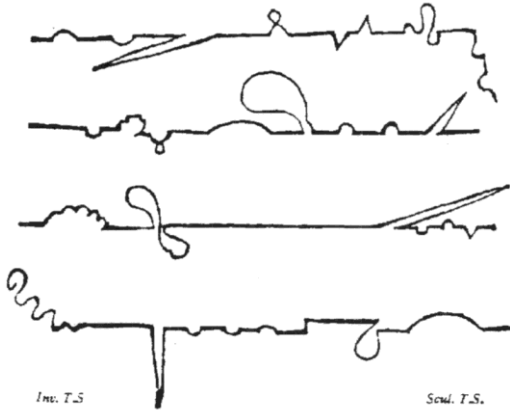


Advanced Composition



Location:
MAB 200 at 12:30 pm Tuesdays and
Thursdays

Instructor: Theron Francis, Ph.D.

Email: tfrancis@sulross.edu

Office: Morelock 112C

Office Phone: 8283

Office Hours: MW 11 am - 2 pm
TT 11 am – 12:30 pm

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

Textbook - required

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.

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. 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 chapter. Every two weeks, I will collect your exercises for two chapters. We will cover chapters one through seven and 12.

II. Discussion Board Posts

I will be introducing three articles on the subject of the traits of academic writing. One of them will be Linda Flower’s famous essay on cognitive processes in writing. The other subject of relevance to your term paper is the process students undergo of acquiring the academic style of writing. I will join the discussions after students post, and respond to the discussion as a whole. Each post should be at least 300 words or about one typical page. Your ideas must be well developed. This posts may end up fitting into your term paper.

III. Discourse Analysis

This will be a rhetorical analysis of a paper you have written in your field of study. It should cover typical formal elements of academic writing like graphic design choices (font, layout, visuals, etc), evidence, structure, and style. This can be a draft of part of your term paper.

IV. Academic Research Paper on Writing

For the research paper you will describe the genre of academic writing in your field of study. In addition, you will answer the question: How do you write a paper in your major? Academic writing in student course work is modeled on the papers published in scholarly journals in the field. Your sources will be three (3) published scholarly papers in your field of student and one (1) paper that you have written for a class in your major. The paper will cover research and data collection, citation style, style/tone, academic jargon, allusions to theory past scholarship, development, and organization. The term paper must be at least 8 pages in length.

V. 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. Exercises from <i>Rhetorical Grammar</i> | Chapters 1-2: 9.6 | 100 |
| | Chapters 3-4: 9.20 | 100 |
| | Chapters 5-6: 10.4 | 100 |
| | Chapters 7 & 12: 10.18 | 100 |
| II. Discussion Posts on Studies in Academic Writing | 10.25; 11.3; & 11.10 | 100 |
| III. Major Report | | 300 |
| A. Statement of Purpose | 11.1 | EC |
| B. Discourse Analysis on an academic paper you wrote | 11.8 | 50 |
| C. Annotated Bibliography: 3 sources | 11.15 | 50 |
| D. Final Research Paper | 11.29 | 200 |
| IV. Content Notebook | 12.7 | 100 |
| V. PowerPoint Presentation | 12.7 | 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.

Incompletes


Incompletes will only be granted if there is a valid reason why the student is unable to complete the course work and at least 50% of the course assignments are completed.

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 | | | |
| 8.22 & 25 | <i>Rhetorical Grammar</i> Introduce Chapter 1, A Review of Words and Phrases | Word and Phrase Structure | |
| Week Two | | | |
| 8.30 & 9.1 | <i>Rhetorical Grammar</i> Chapter 1 and 2, Sentence Patterns | Sentence Structure | |
| Week Three | | | |
| 9.6 & 8 | <i>Rhetorical Grammar</i> Chapter 3 Versatile Verbs | Verbs | Exercises 1 & 2 Due |
| Week Four | | | |
| 9.13 & 15 | <i>Rhetorical Grammar</i> Chapter 4 Coordination and Subordination | Coordinated and Complex sentences | |
| Week Five | | | |
| 9.20 & 22 | <i>Rhetorical Grammar</i> Chapter 5 Adverbials | Adverbials | Exercises 3 & 4 Due |
| Week Six | | | |
| 9.27 7 29 | <i>Rhetorical Grammar</i> Chapter 6 Adjectivals | Adjectivals | |
| Week Seven | | | |
| 10.4 & 6 | <i>Rhetorical Grammar</i> Chapter 7 Nominals | Nominals (noun phrases) | Exercises 5 & 6 Due |
| Week Eight | | | |
| 10.11 & 13 | <i>Rhetorical Grammar</i> Chapter 11 The Writers Voice | Style in Academic Writing | |
| Week Nine | | | |
| 10.18 & 20 | Introduce Term Paper in Detail | Academic Style | Exercises 7 & 11 Due |
| Week Ten | | | |
| 10.25 & 27 | Library Resources Tour Research, Discovery and Recursion Introduce Discourse Analysis | Research | Discussion Post #1 on Academic Writing, Due 10.25 |
| Week 11 | | | |
| 11.1 & 3 | Drafting, paragraph form, and approaches to writing | Process Writing | Statement of Purpose Due: 11.1 |

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|---|---|---|--|
| | Introduce Annotated Bibliography | | Discussion Post #2 on Academic Writing, Due 11.3 |
| Week 12 | | | |
| 11.8 & 10 | Citation and plagiarism | CRAPP Test | Discourse Analysis Due: 11.8 Discussion Post #3 on Academic Writing, Due 11.10 |
| Week 13 | | | |
| 11.15 & 17 | Cohesion, unity, and discourse style | Structural Patterns | Annotated Bibliography Due: 11.15 |
| Week 14 | | | |
| 11.22 & 24 Thanksgiving November 23-25 | Revision, Editing, proofreading | Review functions in Word Collaborative Editing |  |
| Week 15 | | | |
| 11.29 Last Class | PowerPoint Presentation Design Last Day of Class: Tuesday, November 29 | Oral Presentations | Term Paper Due Date: 11.29 |
| Week 16 | | | |
| Wednesday 12.7 10:15 am | PowerPoint Presentations at time of final exam. (Web-based students must upload a pre-recorded PowerPoint.) | | Content Notebook Due: 12.7 |

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.