Sul Ross State University
ENGL 3312 V01 21113
Spring 2023
Tuesdays/Thursdays 4:30-5:45
Video Conference

Instructor:	Dr. Sarah Roche
Hours of Availability:	Call me any time Mondays through Saturdays from 8:00 a.m. to 8:00 p.m. at 830 703 4837 or smoreman@sulross.edu.
Communication	The best way to communicate is through SRSU email: smoreman@sulross.edu. I respond to emails and calls within 24 hours on weekdays; weekend & holiday communications will be addressed the following weekday
Office Location:	Del Rio Faculty Building #213
Telephone:	830 703 4837
Email Address:	smoreman@sulross.edu
Classroom Location:	Teams
Required Texts:	Joseph Kelly. *The Seagull Book of Essays* 4th ed. ISBN: 978-0-393-53876-2 Other texts will be available in Blackboard

Introduction

Enhancing one's written, oral, and visual communication is a complex, individualized process that takes place over time with continued practice and daily reading. Fifteen weeks is not much time for such a process; you will be introduced to practices that *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.

Resources
Libraries

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 logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Tutoring
You can find tutoring at Blackboard—see the course menu.

Course Requirements and Grading
I aim (but don't promise) to return graded assignments within two weeks of submission; late papers will be graded as time becomes available

Assignment	Percent of Course Grade	Deadline
Talks with Dr. Roche have your writing & textbook with you	10	weekly
Grammar link	10	weekly—see schedule in Khan Academy
Feedback on classmates' writing	10	1/16, 2/19, 3/5, 3/26, 4/13, 4/25
Critical Response Paper	10	2/23
Annotated Bibliography	10	3/9
Posters	10	4/6
Poster Session Presentations	20	4/11, 4/13, 4/17 at SRSU Symposium
Researched Argument	20	5/7

Assignments
All assignments will contribute to the researched argument and the research presentation, starting with the research plan. In other words, stick to the same topic for all of your assignments!

Talks with Dr. Roche
You must show up for talks with Dr. Roche eight times in the semester according to the sign-up. These are informal Q&A talks about your writing and reading. You will earn credit for demonstrating that you read the assigned essays and you are engaged in the writing assignments.

Student feedback on classmates' writing
You will work in writing groups, share drafts of your writing, and write feedback on each other's drafts. You will give classmates your feedback and submit a copy to Blackboard for this grade. This will be a guided activity, and most times you will use a rubric.

Grammar
You will study grammar by completing learning modules and unit tests at the link in Course Menu called Khan Academy Self-Paced Lesson Modules.
Press class code and type in 3XC2TKM9
Press "Create a new account". Enter your date of birth, then sign up using Google, your school email, or by creating a username.

Critical Response
You will respond to one of a selection of assigned scholarly journal articles on your research subject. Use Ch. 6 "Evaluating Sources" in *Choosing & Using Sources: A Guide to Academic Research* (Blackboard). You will identify the thesis and supporting details of the article while also identifying the rhetorical appeals and elements of style used by the author to support his/her thesis.

Annotated Bibliography of Fifteen or More Sources
An annotated bibliography is a list of sources, each of which is annotated (commented on). You may use MLA or APA documentation style. Begin the annotated bibliography by introducing your research question, then arrange your entries alphabetically according to the documentation style guide used in your discipline (your major). After each entry, write a two-sentence summary and a two-sentence evaluation of the source, then write a one-sentence statement about how the source may contribute to your research—it is okay if the source does not contribute—write this and suggest why it will not contribute. The bibliography will list at least 15 sources.

Posters
You will create a poster that communicates your research question, thesis, reasons and evidence. You will present your poster to the class. I hope some of you present your posters at the SRSU Symposium in April.

Researched Argument
You will write a researched argument organized around a thesis that you support with reasons. You will develop a research question out of the assigned readings in *The Seagull Book of Essays.* Once you have a questions, you will search for information at the library about it. You will develop your argument by offering reasons for the thesis, and those reasons will be developed and supported with evidence from your sources. You will also acknowledge alternative perspectives to your thesis. Arguments vary; you may write an informative argument, a speculative argument, a question-raising argument, or a problem-solving argument.

SCHEDULE
Texts
- *Choosing & Using Sources: A Guide to Academic Research*, an OER licensed by Creative Commons
- Khan Academy Arts and Humanities Grammar
- *The Seagull Book of Essays*. Ed. Joseph Kelly, 4th Ed.

The readings listed for each week must be read before the Tuesday class meeting; bring your *Seagull Book of Essays* to class for each meeting. For example, by January 24th, you should have read the introductory chapter on how to read essays and essays by Douglass, Chase Smith, and

Week 1: 1/19
The noun; take Unit Test by 1/22

Week 2: 1/24 1/26
5-minute talk with Dr. Roche according to sign-up
Read "How to Read Essays" (3 ff); then read 3 essays in section 1 Literacy, Language, Argument: Frederick Douglass "Learning to Read" (61 ff); Margaret Chase Smith "Declaration of Conscience" (82 ff); Emily Chamlee-Wright "The Need to Presume Good Faith . . ." (141 ff).
For January 26, read 1 essay in section 1 Literacy, Language, Argument: Deborah Brandt "Sponsors of Literacy" (98-123)
The verb; take Unit Test by 1/29

Week 3 1/31 2/2
5-minute talk with Dr. Roche according to sign-up
Read 5 essays in section 3 Education (1 on Friday, 2 on Saturday, 2 on Sunday)
The pronoun; take Unit Test by 2/5

Week 4 2/7 2/9(Memphis conference—NO CLASS MEETING 2/9)
Read 7 essays in section 5 Democracy
The modifier; complete Unit Test by 2/12

Week 5 2/14 2/16(Corpus council—NO CLASS MEETING 2/16)
Read 7 essays in section 6 Public Ethics
The preposition and the conjunction; complete Unit Test by 2/19

Week 6 2/21 2/23
5-minute talk with Dr. Roche according to sign-up
Response paper due 2/21
Read 7 essays in section 7 Identity
the comma and the apostrophe; complete Unit Test by 2/26

Week 7 2/28 3/2
5-minute talk with Dr. Roche according to sign-up
Read 7 essays in section 8 Social Justice (exclude or read last essays by Michelle Alexander and Zoë Heller)
the colon, semicolon, and more; complete Unit Test by 3/5

Week 8 3/7 3/9
5-minute talk with Dr. Roche according to sign-up
Annotated Bibliography due 3/7
Sentences and clauses; complete Unit Test by 3/12

Spring Break

Week 9 3/21 3/23 Mid Semester
5-minute talk with Dr. Roche according to sign-up
Read 7 essays in section
conventions of standard English; complete Unit Test by 3/26

Week 10 3/28 3/30(SRSU Wmns Conf)
Posters due 3/28
Usage and Style; complete Unit Test by 4/2

Week 11 4/4 4/6 (Holy Wk)
Read first 4 essays in section 2 Cultural Criticism

Week 12 4/11 4/13 Poster Session Presentations
5-minute talk with Dr. Roche according to sign-up
Complete Grammar Course Challenge by 4/16

Week 13 SRSU Symposium 4/18 4/20
For 4/20, read last 2 essays in section 2 Cultural Criticism (Gevinson and Stevens)

Week 14 4/25 4/27
5-minute talk with Dr. Roche according to sign-up
Read 6 essays in section 4 Environment

Week 15 5/2 5/4(T Swift)
Argument due 5/7

Week 16 5/9 (5/11 Reading Day)

Final Exams 5/12-5/17
Commencement 5/20
Grades Posted 5/22

Course Policies—rules and regulations
Academic Integrity.
Academic dishonesty hurts everyone and reduces the value of college degrees.
Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty.
It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/page/2454/student-handbook (page 80). In addition, please note that plagiarism detection software may be used in this class for written assignments, as well as monitoring software for course exams.
 A grade of "F" for the course will be assigned if assignments exhibit any of these kinds of scholastic dishonesty. If you have any questions about this, please ask!

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 via Zoom 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 midterm. 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/student_handbook_2019-2020.pdf (page 13). 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. Sally Roche at smoreman@sulross.edu, and phone 830 703-4837. If your grievance is not resolved, contact the dean, Dr. Patricia Nicosia at pnicosia@sulross.edu. Any grievance regarding a grade must be filed within one year of receiving the grade.

University Programs and Services
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. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address too).
Alpine students seeking accessibility/accommodations services should contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will get back to you as soon as they can during working hours), or email rebecca.wren@sulross.edu. Ms. Greathouse Wren's office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055 or email blackboardsupport@sulross.edu

Alpine Campus Phone: 432-837-8888 (x8888)
RGC Campuses Phone: 830-703-4899 (x4899)
Toll Free number: 1-888-837-2882
Email: techassist@sulross.edu
Report Suspicious Email: abuse@sulross.edu
Hours of Operation:
Monday - Friday 8:00am to 5:00pm

Course Design: Communication Infused
To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.
Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This course

is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

QEP Student Learning Outcome
QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Course Objectives
ENGL 3312 students
will understand writing as a recursive, developmental, integrative, and ongoing process
will understand writing as a process that allows them to construct meaning, examine thinking, reflect, develop perspective, acquire new learning, and influence the world around them
will apply writing conventions, including sentence and paragraph construction, punctuation, usage, grammar
will apply evaluative criteria for evaluating their written texts
will apply strategies for developing their own voice
will select various forms of writing that are most appropriate for rhetorical situation
will apply principles of rhetoric to enhance oral and written communication
will use feedback to enhance written and oral communication
will apply principles of scholastic honesty to completion of assignments
will use appropriate documentation style guidelines

Student Learning Outcomes

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

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 taches 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.

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.

QEP MAPPED CLASS CARDINAL RUBRIC
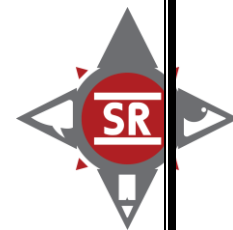
Definition
The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Framing Language
Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- Organization: The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.

- Content Development: The ways in which a topic is explored and represented in relation to its audience and purpose.

- Purpose: The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?

- Academic Language: Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.

- Supporting Material: In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.

- Technique: Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium. Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).The purpose of the message is not at all apparent or is missing.

Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline. Sources are consistently attributed.	Demonstrates consistent use of credible, relevant sources to support ideas that are are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.