

**Sul Ross State University
English 3312 Advanced Composition
Summer 2023**

Instructor:	Dr. Sarah Roche
Hours of Availability:	In the summer, please contact me by email. I want to talk to you and am available as much as possible weekdays from 9am – 7pm
Communication	Please email me at smoreman@sulross.edu
Office Location:	Del Rio Faculty Building #213—always make an appointment before traveling to my office
Telephone:	830 703 4837 (office); 830 469 6686 (cell)
Email Address:	smoreman@sulross.edu
Classroom Location:	Blackboard
Instructor:	Dr. Sarah Roche

Section I. Introduction

Enhancing one’s written and oral communication is a complex, individualized process that 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 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.

What Are We Going to Do This Summer?

We will write a paper about the effects of reading on the brain using scholarly and non-scholarly sources. Of course, we will read and discuss readings and writing too.

How Will I Write This Researched Paper?

We will complete a series of shorter assignments all of which will contribute to this researched paper.

How Do I Earn the Grade?

You must complete each assignment. Each short assignment is a learning experience and, thus, a prerequisite for the researched paper; the series of shorter assignments will prepare you to write the researched paper.

Sequence of Assignments

Because Summer is so short, we cannot have a uniform day like Sunday for submitting assignments; carefully note days (throughout week) when assignments are due.

August 14 Monday: Group debriefing to group members and instructor

August 11 or earlier Friday: Researched Paper on Reading and the Brain due

August 6-10 Sun – Thurs: use feedback to revise researched paper (then edit and proofread)

August 6 Sunday: Student feedback rubrics on oral briefings—select two students outside of your group (to students and instructor)

July 5 Saturday: Oral Briefings due

July 30: Thesis Reasons Evidence assignment due

July 28 Friday: Group responses to Thesis Reasons Evidence assignment

July 26 Wednesday: Annotated Bibliographies due

July 24 Monday: Group Peer critique of Annotated Bibliographies

July 23 Sunday: Critical Responses due

July 20 Thursday: Group Peer Critique of Critical Responses

July 19 Wednesday: Sources assignment due

July 16 Sunday: Question Essays due

July 14 Friday: Group Peer Critique of Question Essays

July 13 Thursday: First Group discussion

July 12 Wednesday: Personal Narrative

July 11: Introduction

Course Texts and Readings

You do not have to buy a book. All readings will be posted to Blackboard.

Resources**Library**

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).

Tutoring

Tutoring is available at Blackboard—see link in our Blackboard course menu.

Section VI. Course Requirements and Grading

ASSIGNMENTS	Date Due	Percentage of Course Grade
Group work (including 4 peer critiques)	weekly	10
Personal Narrative	7/12	5
Question Essay	7/16	10
Sources Exercise	7/19	5
Critical Response	7/23	10
Annotated Bibliography	7/26	10
Thesis Reasons Evidence Perspectives	7/30	10
Oral briefings	8/5	10
Researched Argument	8/11	20

Section VII. Course Assignments

All assignments will contribute to the researched argument on the subject of reading. In other words, stick to the same topic for all of your assignments!

What Is the Research Question?

Throughout this summer session, you will explore a question about reading through asking questions about reading, reading a variety of sources, thinking, and writing. The assigned readings and videos focus on different sub-topics of reading such as the following:

- the importance of reading for fun,
- the ways in which reading enhances cognitive function
- the power of read-alouds,
- the value of bibliotherapy,
- the value of reading for people who are incarcerated,
- how reading can increase empathy, and more.

You will write a researched argument organized around a thesis that you support with reasons. Each reason 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. You may use the sources in your annotated bibliography as well as other less scholarly sources. Do not cite Wikipedia or other popular first-start sources—these are great for finding basic, contextual information but not appropriate for advanced academic research.

Group Work

I will assign groups and you will meet weekly (you choose how you meet: Bb Collaborate/MS Teams/Zoom/Facetime)

In addition to your own discussions, your group will read and give feedback on members' drafts of four assignments: Question Essay, Critical Response, Annotated Bibliography, and Thesis Reasons Evidence and Alternative Perspectives exercise.

When you meet, do group work assigned (see module folder for that week) or, if no assignment, discuss assignments and help each other with questions about them.

Sources Exercise

You will find sources at the library online and summarize those sources.

Question Essay

Question essays ask questions and explore multiple perspectives on those questions. Please write a two-page question about the topic of reading. Do not answer your question; instead explore different angles of it.

Critical Response

You will respond to **one** of a selection of assigned scholarly journal articles on your research subject. Using the skills you developed when writing your sources paper, you will identify the thesis and supporting details of the article and respond critically to the author's writing.

Annotated Bibliography

Annotated bibliographies generally serve two purposes: (1) they help scholars keep track of their sources, and (2) when published, they help other researchers review literature on the subject.

For *your* annotated bibliography, write an introduction stating your research question, then arrange your entries alphabetically according to the documentation style guide used in your discipline (your major). The bibliography will list at least six scholarly sources that cite their sources. For each source, write a one-sentence summary, quote the source's most significant sentence and integrate this quotation with an attributive verb, then ask a How? or Why? question about the source's information.

Section VIII. Policies

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.

Earn a grade of “F” for the course 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). All assignments must be turned in to pass this course.

Please discuss your grades with me during the session, definitely before end of third week. 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.

Section IX. Notes on 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.

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.

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).

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

Lobo Technology Assistance Center is located at all sites:

- ACR 105 at the Alpine Campus.
- Room 304 at the Del Rio Campus.
- D119 at the Eagle Pass Campus.
- B106 at Uvalde Campus.

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

Schedule

This course is organized into five weekly modules. Each module lists the week's learning outcomes, contains a folder of content (videos, readings, digital textbook chapters), and contains assignment links.

You can find the schedule of readings in each weekly folder.

For the schedule of assignments, see the list of assignments above on page 3.

Section IV. 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

Section V. 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 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 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.

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.