

Sul Ross State University
English 3312 Advanced Composition
Wednesday 6:00 – 8:45 p.m. Fall 2023

| | |
|-------------------------------|--|
| Instructor: | Dr. Sarah Roche |
| Hours of Availability: | Please contact me by email. I want to talk to you and am available as much as possible weekdays from 9am – 4pm |
| 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 |
| Email Address: | smoreman@sulross.edu |
| Classroom Locations: | DR 101, EP B114, UV B114 |

Introduction

Enhancing one's written and oral 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*. You should plan to read and write for at least two hours each day.

Course Texts

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

What Are We Going to Do This Semester?

We will explore a research question about the effects of reading on the brain using scholarly and non-scholarly sources, then we will develop our findings into a researched argument. **All assignments contribute to the argument!**

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.

Course Requirements and Grading

| Assignments | Date Due | Percentage of Course Grade |
|---|-------------|----------------------------|
| Critical Response | Thurs 9/14 | 10 |
| In-class Test One | Wed 9/20 | 10 |
| Annotated Bibliography | Thurs 10/5 | 20 |
| Thesis, Reasons, Evidence, Alternative Perspectives | Thurs 10/19 | 10 |
| In-class Test Two | Wed 10/25 | 10 |

| | | |
|-----------------------|------------|-----|
| Development Paragraph | Thurs 11/2 | 10 |
| Researched Argument | Wed 11/22 | 20 |
| In-class Test Three | Wed 12/6 | 10 |
| Course Grade | | 100 |

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!

Each assignment comes with an assignment handout; you must read and follow each assignment handout—in Blackboard.

Researched Argument

You will explore a research question about reading. You will use your question to write a researched argument organized around a thesis that you support with reasons. Each reason will be developed and supported with evidence from sources you find. 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.

Annotated Bibliography

A list of 15 sources on your research question about reading: six or more scholarly sources and nine other sources; each source is evaluated in a brief “annotation.” Use the Assignment handout and rubric to complete the annotated bibliography.

Critical Response

You will respond to **one** scholarly journal article on your research question. You may choose an article posted to Blackboard or one that you find yourself. This critical response is not a summary. To complete the critical response, you must evaluate the author’s writing. Use the Assignment handout and rubric to complete the critical response.

Tests

Tests are completed during class time according to schedule in syllabus. No make-ups for unexcused absences. If you present a rationale for missing a test, there may be a possibility for an oral exam make-up test.

Other Assignments

See assignment handouts.

Schedule

| Week | Subject Matter |
|---------|--|
| 1—8/30 | Introductions; academic discourse communities; types of literacies; course goal: the researched argument; critical reading: discussion of Margaret Merga’s “What Would Make Children Read for Pleasure More Frequently?” Assignment How to write the critical response assignment due 9/14 |
| 2-- 9/6 | Anatomy of researched argument; Merga’s example; documentation (style guides, in-text citations, list of sources used in paper); critical reading: discussion of Dan R. Johnson’s “Changing Race Boundary Perception by Reading Narrative Fiction” and of Tori Telfer’s “Reading Fiction Can Make You Less Racist.” Check-in on critical response work |

| | |
|---|---|
| 3-- 9/13 Critical Response due 9/14 | No class meeting; write critical response and submit |
| 4-- 9/20 Test 1 in-class | Using Sources—finding patterns of ideas (for annotated bibliography conclusion and researched argument); discussion of Elizabeth K. L. Stine-Morrow's "The Potential for Literacy to Shape Lifelong Cognitive Health" and Dawn DeVries et al.'s "The Impact of Reading Groups on Engagement and Social Interaction for Older Adults with Dementia: A Literature Review." How to write the annotated bibliography |
| Week | Subject Matter |
| 5—9/27 | Using sources—integrating textual references (quotations and paraphrases, attributive verbs); discussion of John S. Hutton et al.'s "Associations Between Screen-Based Media Use and Brain White Matter Integrity in Preschool-Aged Children" and Gregory S. Berns's "Short- and Long-Term Effects of a Novel on Connectivity in the Brain." Revising and editing annotated bibliography (format of in-text citations and entries) Preparing researched argument: Developing a research question into an argument (see Merga's article). How to develop thesis statement with reasons and evidence |
| 6—10/4 Annotated Bibliography due 10/5 | No class meeting; submit annotated bibliography |
| 7—10/11 | discussion of Caitlin F. Canfield et al.'s "Encouraging Parent–child Book Sharing: Potential Additive Benefits of Literacy Promotion in Health Care and the Community." Discuss examples of thesis statements and reasons in assigned scholarly articles How to assess and develop thesis statement with reasons and evidence |
| 8--10/18 Thesis Reasons etc due 10/19 | How to recognize patterns of ideas in sources to structure and develop reasons and evidence; how to acknowledge alternative perspectives; discussion of Todd Jones's "Will Students Gain Knowledge of the World by Reading Fiction?" |
| 9—10/25 Test 2 in-class | How to develop paragraphs in researched argument (transitions, topic sentences, reasons, evidence, reasoning—analysis of evidence, connecting it all to thesis) Development paragraph due 11/1 |
| 10—11/1 Development paragraph due 11/2 | Framing a researched argument with rhetorical situation in mind: audience, purpose, academic forum; introduction, conclusion. |
| 11—11/8 | Revising development of reasons, evidence, alternative perspectives; revising organization using reverse outline |
| 12—11/15 | No class meeting; edit researched argument |
| 13--11/22 Researched Argument due 11/22 | No class meeting; researched argument due |

| | |
|-----------------------------------|----------------------|
| 14—11/29 | Review |
| 15—12/6 Test 3 in-class | Test 3 in-class 12/6 |

Resources

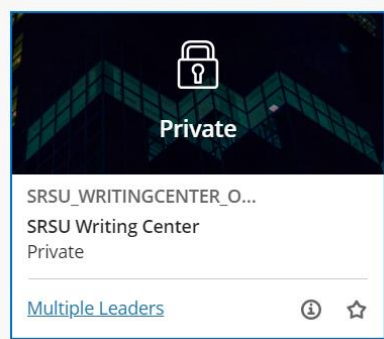
Libraries

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

The Bryan Wildenthal Memorial Library in Alpine 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 Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

SRSU Writing Center



The SRSU Writing Center is located in Blackboard >> Organizations! Just type writing center or see link in our Blackboard course menu. View an invitation to visit at

<https://www.youtube.com/watch?v=Xw3BxIUCq5U>

Policies

Academic Integrity.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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 in this course's Blackboard site and at <https://d1mg6ms3faonj.cloudfront.net/wp-content/uploads/2020/09/Student-Handbook-2023-2024.pdf>. Plagiarism detection software may be used in this class for written assignments.

If assignments exhibit any of these kinds of scholastic dishonesty, you may earn a grade of "F" for ENGL 3312. 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 to the assignment link in Blackboard 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 semester, definitely before end of fifth week. You have the right to appeal your grade as you can see in the Student Handbook at <https://d1mg6ms3faonj.cloudfront.net/wp-content/uploads/2020/09/Student-Handbook-2023-2024.pdf>. 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 or 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

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu. Our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Technical Support

Do you have an **Online Support Desk (SRSU Blackboard)** issue or an **LTAC (all other SRSU technology)** issue?

Who should I contact?

| | |
|---|---|
| <p>Online Support Desk</p> <p>☎ 888.837.6055 ✉ blackboardsupport@sulross.edu</p> <p>Available: 24/7</p> <ul style="list-style-type: none"> • Logging into Blackboard • Questions about Blackboard tools/software • Trouble with tests/quizzes/assignments • Error messages on Blackboard • Online course video problems | <p>Lobo Technology Assistance Center (LTAC)</p> <p>☎ 432.837.8888 ✉ ltac@sulross.edu</p> <p>Available: Monday-Friday 8 a.m. - 5 p.m.</p> <ul style="list-style-type: none"> • Logging into your mySRSU/Banner/SRSU email • Campus computer, computer lab, or campus Wi-Fi issues • Security concerns with your SRSU or VPN account • Questions about Office 365 or OneDrive |
|---|---|

SR

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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

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.

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.

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.