



ENG 3312 – Advanced Composition
001/11378
FALL 2023
Course Syllabus

Instructor:	Dr. Kathy Stein
Office Hours:	Tuesdays 10:00-11:00; Thursdays 10:00-11:00; by appointment; by Zoom
Office Location:	Ferguson Hall 214B (or by TEAMS if needed)
Telephone:	432-837-8770
Email Address:	kstein@sulross.edu
Classroom Location:	FH 203
Communication:	I rarely check class e-mails after 5:00 pm or before 9 am on weekdays. I do not make a habit of responding to e-mails over the weekend.
Required Texts:	Open Educational Resources: Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html MLA Style Center: https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009 Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage: https://www.esd.whs.mil/CMD/MFWM/

Section I: Introduction

Catalog Description

An intensive study of writing techniques useful to the advanced writer. Areas of concentration include grammar, rhetorical strategies, and style.

Welcome to ENG 3312! Writing will be an important part of your professional life. I'm excited that we will be working together this semester to strengthen your written, verbal, and visual communication skills.

Section II: Course Objectives

This course offers you the opportunity to read and analyze a variety of both topical and critical articles that will serve as a model for the types of writing that you will practice this semester. We will use a variety of rhetorical styles, and we will also work on your editing skills by improving your grammar. We will also help you better your peer revision skills by collaborating during review sessions as we read each other's work.

Section III: Student Learning Outcomes (SLOs)

Writing students will demonstrate the ability to do the following:

- SLO 1: Construct essays that demonstrate unity, organization, coherence, and development
- SLO 2: Study rhetorical theory and then apply the theory to analyze the form of popular and academic writing.
- SLO 3: Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using MLA format
- SLO 4: Demonstrate creativity or originality of thought in written and multimedia projects
- SLO 5 Study grammar in relation to the art of writing in order to improve both as a writer and editor.

Section IV: 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.

Section V: Course Requirements and Grading

<u>Assignment</u>	<u>Points Possible</u>	<u>Earned Points</u>	<u>Grading Scale</u>
Diagnostic Essay	100	_____	<div style="border: 1px solid black; padding: 5px;"> Entire Course A =900-1000 B = 800-899 C = 700-799 D = 600-699 F = < 599 </div>
Summary Paper	100	_____	
Critical Analysis Paper	200	_____	
Annotated Bibliography	200	_____	
Research Paper	200	_____	
Research Paper Presentation	100	_____	
Final Exam	100	_____	
Total Points	1000	_____	

Section VI. Course Assignments

- Diagnostic Essay:* You will write a short in-class essay.
- Summary Paper:* You will write a short summary of an assigned article.
- Critical Analysis Paper:* Incorporating the skills you developed in your summary paper, you will write identify the thesis and supporting details of an assigned article while also identifying the rhetorical appeals and elements of style used by the author to support his/her thesis.
- Annotated Bibliography:* You will identify five potential sources for your research paper. You will create a preliminary Working Bibliography and include an annotation for each source.
- Research Paper:* You will write a 7-10 page research paper on an approved topic using the summary and critical analysis skills that you have developed this semester.
- Research Paper Presentation:* You will create and deliver to the class a presentation

on your research paper that includes an oral and electronic visual component (PowerPoint or Prezi). Your presentation will take between five and ten minutes.
Final Exam: You will write an in-class essay.

NOTE: Your major papers will have rough drafts due for peer review in class. If you do not have a rough draft available for peer review on the due date, then you will lose 10% of your grade for the final draft. Your final draft may not be the exact same draft as your rough draft.

NOTE: I strongly recommend that you visit with a tutor (Lobo Den or Writing Center) before you submit your final drafts.

Section VII: Policies

Attendance

Attend class (Face-to-Face or Online)! Successful students commit to attending class regularly. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a better writer. You have to be committed.

Satisfactory attendance does not consist of your mere physical presence in class. You need to attend class, be on time, stay until class is dismissed, complete your homework, finish writing assignments on time, and be ready to engage intellectually with the material, with me, and with your classmates.

Everything else constitutes unsatisfactory attendance and includes, but is not limited to, absences, tardiness, leaving class early, coming to class unprepared to participate (without materials and/or assignments), sleeping, and/or using your cell phone (turn off before class begins), etc.

I have no desire to fight you over your cell phones, so please think about it. If you don't want to be in class and if you'd rather be on your phone, then leave class and be on the phone. Don't interrupt class with your inattention.

No absences will be "excused" (uncounted) unless they result from your carrying out official, verifiable university business recognized by SRSU. Excused absences will only matter for daily work, and only if you inform me before you miss a class that you have an absence upcoming. Because you have so much time to work on major papers/packets, the due dates for them are still in effect even if you have an excused absence or accommodation.

You have paid to attend this class. It is up to you to choose to attend this class. It is difficult to do well in a class that you do not attend. The decision is yours. Should you decide to drop this class, your withdrawal form must be in on file with the Registrar's Office by 4:00 p.m. on Friday, November 17. Remember that the State of Texas only allows you six withdrawals.

Should you have to miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is not an excuse for missing a due date or misunderstanding an assignment. Your classmates are always your first resource. You should feel free to contact me should you need more clarification.

Classroom Demeanor

I want you to feel free to speak your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

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 will be used in this class for written assignments, as well as monitoring software for course exams.

If you have any questions about this, please ask!

NOTE: We will be working on grammar quite a bit this semester. If you are having difficulty with the grammar work we complete in class, if your essays are significantly better than your Diagnostic Essay, or if your tutored version is significantly less sophisticated than your final draft, then I will have to question who is writing your essays. Please don't make me have this conversation with you.

Grading

Anytime you submit an assignment electronically and in BlackBoard (BB), you will name the file using the following protocol: Last Name and Assignment Descriptor (Ex. Doe Narrative Paper).

I will attempt to return graded materials within one week. If circumstances require me to take a little longer, I will let the class know.

Grades are a double-edged sword. Grading is meant to show you how you can make your writing/communication skills stronger. Please take all comments (whether mine or peers) in the spirit of helping you become a better communicator.

Late Work

Submitting work late is a horrible habit that will not help you as a student and will only act as a disservice when you move into a professional role after graduation.

Do all assignments and turn them in when requested. Even if you cannot be in class when the assignment is due, the assignment itself is still due.

Work that is submitted late within a week of the due date will have 10% of the points deducted from the grade. Work submitted more than a week late will lose 20% of the points. I will not grade anything submitted after Dead Day. You will receive a zero for work not submitted by 11:59 pm on Dead Day.

Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely fashion or did not submit all parts of the assignment.

Format

You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the Library. All work completed in class must be legible. To receive the maximum number of points, you must follow directions. You will submit all major assignments on BlackBoard.

Note: Don't trust the classroom printer to be working when you need it to work.

Talk to Me

If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

Section VIII: University Programs and Services

Americans with Disabilities Act (ADA)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M.Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

E-Mail, BlackBoard, and Office 365/OneDrive

You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. I will use BlackBoard to send messages to your class, collect major assignments, provide you access to class assignments, and post your major paper grades. We will use BlackBoard in class. You need to be able to access both your SRSU e-mail, BlackBoard, and Office 365/OneDrive accounts. If you need log-in help, please call 432-837-8888. Check your access early in the semester. I would recommend that you save your work on Office 365/OneDrive. This way you can access your work from any computer that has Internet access.

Writing Help:

I strongly recommend that you have a tutor look at your work before you turn in the final draft. You have several options for getting help:

- a) Tutoring is available in Lobo Den, which is located in the library. To find out tutor hours, you may call 432-837-8982.
- b) The Writing Center provides online tutoring supporting. You can access the Writing Center via BlackBoard. Be sure to allow 48 hours turnaround time.

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).

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

Section IX: 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.



Dr. Stein
CRN: 11378/001

ENG 3312
Fall 2023

TR 11:00-12:15
Course Calendar

Note: Always bring your current writing assignment to class on a flash drive (or Office 365).

Key:

Due: I have bolded all of the major assignments' due dates. Daily grades are not necessarily noted in the syllabus and, therefore, are not bolded.

Italics: Items that are italicized are for your general information as an SRSU student.

Week One:

Aug. 28 (T) Discuss: Course Syllabus and Course Calendar.

Aug. 30 (R) MLA Format; Diagnostic Essay.
Late Registration Ends

Week Two:

Sept. 4 (M) *Labor Day Holiday*

Sept. 5 (T) Discuss: The Writing Process; Introductions to Each Other.

Sept. 7 (R) Discuss: Critical Thinking and Argumentation; Summary and Paraphrase.
Assign: Summary Paper – “Violence Never Works? Really?”
<https://medium.com/@timjwise/violence-never-works-really-e0af884c03b4>.

Week Three:

Sept. 12 (T) Discuss: Quotations and In-Text Citations

Sept. 13 (W) *Note: Census Day; after this date, any drop will count as one of your six allowed drops.*

Sept. 14 (R) Workshop: “Violence Never Works?”

Week Four:

Sept. 19 (T) Discuss: Logos.

Sept. 21 (R) Discuss: Ethos and Pathos.

Week Five:

Sept. 26 (T) **Due: Rough Draft of Summary Paper (bring a paper copy and have an electronic version available).**

Peer Review: Summary Paper.

Sept. 28 (R) Discuss: Elements of Style
Editing: Final Draft of Summary Paper
Due: Final Draft of Summary Paper (submit in BlackBoard by 11:59 p.m.).

Week Six:

Oct. 3 (T) Library Instruction. Meet in the Library at the Circulation Desk.

Oct.5 (R) Assign: Critical Analysis Paper - "Letter from Birmingham Jail"
Read "Writing Critical Analysis Papers" -
<https://depts.washington.edu/pswrite/Handouts/CriticalAnalysisPapers.pdf>
Discuss: "Letter from Birmingham Jail"
<https://www.christiancentury.org/sites/default/files/downloads/resources/mlk-letter.pdf>.

Week Seven:

Oct. 10 (T) Discuss: MLA Works Cited.
Purdue OWL Online: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Oct. 12 (R) Practice: Works Cited.
Peer Review: Rough Draft of Critical Analysis Paper.
Due: Rough Draft of Critical Analysis Paper (bring a paper copy and have an electronic version available).

Week Eight:

Oct. 17 (T) Assign: Research Paper Annotated Bibliography; Research Paper; Research Paper Presentation
Discuss: Topic Selection

Oct. 19 (R) Discuss: Creating Annotations.
<https://library.tiffin.edu/annotatedbibliographymla/examples>
Peer Editing: Final Draft of Critical Analysis Paper
Due Final Draft of Critical Analysis Paper (submit in BlackBoard by 11:59 p.m.)

Week Nine:

Oct. 24 (T) Discuss: Melding the Works Cited Page with Annotations.

Oct. 26 (R) Peer Review: Annotated Bibliography.
Due: Rough Draft of Annotated Bibliography (bring a paper copy and have an electronic version available).

Week Ten:

Oct. 31 (T) Work day. Class will not meet.

- Nov. 2 (R) Discuss: Visual Presentations
Read the following links:
- <https://www.wiley.com/network/researchers/promoting-your-article/6-tips-for-giving-a-fabulous-academic-presentation>
 - <https://www.uccs.edu/Documents/commcenter/powerpointdoc.pdf>
 - <https://www.free-power-point-templates.com/articles/how-to-make-presentation-for-college-or-class/>
 - <https://24slides.com/presentbetter/10-ways-to-make-academic-presentations-more-interesting/>
 - <https://fastessay.com/blog/audio-visual-presentation-ideas-for-students/>
 - PowerPoint on PowerPoint (in BlackBoard)
- Due: Final Draft of Annotated Bibliography (submit in BlackBoard by 11:59 p.m.).**

Week Eleven:

- Nov. 7 (T) **Due: Rough Draft Research Paper PowerPoint Presentation (bring a black and white paper copy and have an electronic version available).**
Peer Review: Rough Draft Research Paper PowerPoint Presentation.
We will determine the presentation order for the Research Paper Presentations.

- Nov. 9 (R) Peer Editing: Paper Version of Research Paper Presentation PowerPoint
Due: Research Paper Presentation PowerPoint (submit in BlackBoard by 11:59 p.m.).

Week Twelve:

- Nov. 14 (T) **Due: Research Paper Presentations.**

- Nov. 16 (R) **Due: Research Paper Presentations.**

Nov. 17 (F) *Note: Last day for students to drop a class with a grade of "W" (by 4:00 p.m.).*

Week Thirteen:

- Nov. 21 (T) This will be a Research Paper work day. You will work from home.

Nov. 22 (W) *Thanksgiving Holiday. No Classes.*

Nov. 23 (R) *Thanksgiving Holiday. No Classes.*

Nov. 24 (F) *Thanksgiving Holiday. No Classes.*

Week Fourteen:

- Nov. 28 (T) Grammar Review.

- Nov. 30 (R) Peer Editing: Research Paper (bring a paper copy and have an electronic version available).
Due: Research Paper (submit in BlackBoard by 11:59 p.m.)

Week Fifteen:

Dec. 5 (T) Final Exam Review.

Dec. 7 (R) *Dead Day. (All course work must be submitted by 11:59 p.m. in order to be graded.)*

Week Sixteen:

Dec. 11 (M) Final Exam: 10:15 a.m. – 12:15 p.m.

This calendar is tentative and may be changed to best meet the needs of your class.

