

## Sul Ross State University

### English 3312 Advanced Composition



<b>Instructor</b>	Dr. Sally Roche, Ph. D. Professor of English Chair, Humanities Department and Languages & Literature Department  Phone: 830 703 4837 Email: smoreman@sulross.edu
<b>Virtual Office Hours</b>	Join Collaborate meeting at the following times: T, W, Th 2:00 – 4:00 If you are not available at these times, please email me
<b>Communication</b>	Use Messages in Blackboard to contact me or your classmates. I will check Messages daily.

#### Course Description

Welcome to ENGL 3312, a course on communication in writing, speaking, and digital modes. Enhancing one's communication competence 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. You will focus on developing your own vocabularies and on choosing the most precise, powerful words.

This class is a hybrid class which means we meet virtually in Blackboard Collaborate on Tuesdays at 4:30 and online in Blackboard the rest of the time. You will need an active Sul Ross State University (SRSU) account to access the course website through Blackboard. This site will have announcements, learning modules, and other resources. Students must have a functioning laptop or desktop computer with reliable internet access.

Hybrid courses do not mean you will be isolated as learners. In this course, I commit to communicating with you and to fostering a learning community in which you will work with each other regularly.

#### Time Commitment

This is an advanced English class that should be both instructive and fun; still, it will require a time commitment from you. Studies show that undergraduate students should devote ten hours of study time for a 3 hour course. You can accomplish this by setting aside about 2 hours five days a week. Plan in January to make this time, and arrange with family and work for your success over the next 15 weeks.

## English Majors

Save all assessments and activities, along with handouts, for use in your final Portfolio Capstone course, ENG/ENGL 4300.

## ENGL 3312 Student Learning Objectives

On successful completion of the course, students will be able to:

1. Revise and edit grammar, usage, and punctuation to clarify their own writing
2. Analyze sources
3. Integrate source material effectively into their own texts
4. Document sources correctly and consistently
5. Revise texts for different rhetorical situations
6. Synthesize original ideas and sources to argue convincingly
7. Argue clearly and confidently in writing and speaking

## Course Activities, Instructional Materials, and Assessments

All components of this course are aligned with the course learning objectives and each module's learning objectives as stated at the beginning of each module.

### Activities 30% of course grade

Activities prepare you to succeed on the assessments and are worth 40% of the course grade. Assessments demonstrate your achievement of learning objectives and are worth 60% of the course grade.

### Discussions 20%

### Khan Academy Grammar 10%

### Assessments 60% of course grade

#### Researched Argument 20%

You will rewrite an AI-generated informative essay by changing it from informative to argumentative. The resulting argument will be supported with evidence from credible sources that are documented using the documentation style of your discipline.

#### Critical Response 10%

You will summarize and respond critically to a scholarly source.

#### Annotated Bibliography 10%

You will create a bibliography (list of scholarly and other sources) using a documentation style. You may use these sources to write the revised argument.

**Oral Presentation 20%** (recorded video of your presentation of an argument). You will record yourself presenting your argument.

#### Final Exam 10%

A Self-assessment and substantive revision of argument as well as the Grammar Course

## Challenge

## Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Grade is calculated as a percentage of your cumulative points. So if you earn 793 or 79.3 points, then your grade is 79% or a C.

## Schedule of Assignments

	<i>Activities (these prepare you for Assessments)</i>	<i>Deadline for Activity</i>	<i>Assessments</i>	<i>Deadline for Assmnt</i>
<b>M 1</b>				
Start Here	Introduction Discussion 1%	1/27		
	Khan Academy Welcome Intro			
<b>M 2</b>				
Comm & Rhet	Discussion 2%	2/5		
	Discussion 1%	2/5		
	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Syntax: Sentences &amp; Clauses</li> <li>Parts of Speech: The noun</li> <li>Punctuation: comma &amp; apostrophe</li> </ul>	2/1 2/5 2/5		
<b>M3</b>				
Info Lit & Crit Thinking	Discussion 2%	2/12	Critical Response 10%	2/19
	Discussion 2%	2/19		
	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Parts of Speech: The verb up to quiz 1</li> <li>Punctuation: the colon, the semicolon, and more—up to quiz 1</li> </ul>	2/12 2/19		
<b>M4</b>				
Ask Quest & Bibliog	Discussion 2%	2/26	Annotated Bibliography 10%	3/4
	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Parts of Speech: The verb-Irregular verbs-do exercise</li> <li>Punctuation: the colon, the semicolon, and more—hyphens, dashes, and ellipses-- 3 exercises</li> <li>Punctuation: the colon, the semicolon, and more-Unit test</li> </ul>	2/23 2/26 2/26		
<b>M 5</b>				
No Class Thesis & Evidence	Discussion: Thesis, reasons, evidence, alternative perspectives 5%	3/26		
	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Parts of Speech: The verb-verb aspect &amp; modal verbs-do 3 exercises</li> <li>Parts of Speech: The verb—Unit test</li> </ul>	3/7		

M 5 (cont.)	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Parts of Speech: the pronoun-quiz 1</li> <li>Parts of Speech: the pronoun-subject, object, person, number-do 3 exercises</li> <li>Parts of Speech: the pronoun-Indefinite pronouns, pronoun vagueness, and emphatic pronouns-do 3 exercises</li> <li>Parts of Speech: the pronoun-Unit test</li> <li>Usage &amp; Style (last unit)- Unit test</li> </ul>	3/8 3/20 3/22 3/25 3/27 3/28		
M 6				
Argument	Discussion: Paragraph 5%	4/8		
	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Syntax: Conventions of Standard English Subject-verb agreement and pronoun-antecedent agreement—complete 2 exercises</li> <li>Syntax: Conventions of Standard English Fragments &amp; Run-ons—complete 2 exercises</li> <li>Syntax: Conventions of Standard English Dangling modifiers and parallel structure—complete 2 exercises</li> <li>Syntax: Conventions of standard English: Unit test</li> </ul>	4/3 4/5 4/7 4/8		
M 7				
Revising	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Parts of Speech: the modifier-Unit test</li> <li>Parts of Speech: the preposition and the conjunction: Unit test</li> </ul>	4/12 4/22	Researched Argument 20%	4/15
M 8				
Oral Presentation	Khan Ac. (see Module folder) <ul style="list-style-type: none"> <li>Grammar Course Challenge</li> </ul>	5/6	Oral Presentation 20%	4/29
M 9				
Self Eval			Final Exam 10%	5/6

## Course Policies and Expectations

### Academic Integrity

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

A grade of “F” for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

### SRSU Statement for Students in Distance and Hybrid Courses

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, see this course's SRSU Student Resources folder or visit the SRSU website.

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.

Students should use their SRSU email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Directions for filing a student complaint are located in the student handbook.

### Technical Help

Your instructor is *not* a tech wizard. You *will* have technical questions and issues—we all do. When that happens, know whom to call or email.

Blackboard Issues	Other Technical Issues
888-837-6055 available 24/7	432-837-8888 M-F 8:00-5:00
blackboardsupport@sulross.edu	ltac@sulross.edu

### Class Attendance

Successful completion of a hybrid course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise.

### Turning in Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. All assignments must be submitted to Blackboard. If you do not submit assignments to Blackboard, they will be considered late. You may submit late assignments within two days, after which the grade will be lowered by 10 points. If life gets in the way, please email Dr. Roche to request a chat to discuss options.

### Grade Complaints

You have the right to appeal your grade as you can see in the *Student Handbook* in Student Resources folder. 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 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](mailto:pnicosia@sulross.edu). Any grievance about a grade must be filed within one year of receiving the grade.

### SRSU Disability Services

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 Schwartze Grisham, LPC,

SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu).

## Objectives and Marketable 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.

### SRSU English Program 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.

### ENGL 3312 Student Learning Objectives

On successful completion of the course, students will be able to:

8. Revise and edit grammar, usage, and punctuation to clarify their own writing
9. Employ multimedia to communicate messages
10. Distinguish between scholarly and commercial sources
11. Analyze scholarly sources
12. Integrate summaries, paraphrasing, and quotations effectively into their own writing and document sources correctly and consistently
13. Synthesize their own ideas and credible sources to create a researched argument
14. Revise a document for different rhetorical situations (text, author, audience, purpose)
15. Argue (in speaking and writing) clearly and confidently

### 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.