

**Sul Ross State University  
English 3312 Advanced Composition  
Spring 2024**

<b>Instructor:</b>	Mr. Jason Fortner
<b>Hours of Availability:</b>	Email is the best way to communicate with me. I want to talk to you and am available as much as possible weekdays from 8am – 8pm
<b>Communication</b>	Please email me at jnf21bo@sulross.edu
<b>Office Location:</b>	online
<b>Telephone:</b>	806-523-8955 (cell)
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<b>Classroom Location:</b>	Blackboard

### **Section I. Introduction**

This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

### **What Are We Going to Do This Semester?**

We will write, write, and write some more! We will write a total of five essays, each 500 – 600 words in length. We will be writing an exemplification essay, definition essay, compare/contrast essay, cause/effect essay, argumentative essay, and annotated bibliographies.

### **How Do I Earn the Grade?**

You must complete each assignment.

### **Course Texts and Readings**

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

## 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/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto: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/](http://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](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

### Tutoring

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>

## Section VI. Course Requirements and Grading

ASSIGNMENTS	Percentage of Course Grade
Participation	10
Outlines	20
Pre-Writing	20
Major Essays	50

## Section VII. Course Assignments

### Essay Portfolios Folder:

1. The **Essay Portfolios folder** is located in Blackboard on the **Course Content** page. The Essay Portfolios folder is a central location where all essay-related assignments and activities are submitted.
  - o Outlines
  - o Outline Review Groups
  - o Initial Essay Drafts
  - o Peer Review Workshops
  - o Final Drafts
2. **Outline Review Groups:** these are peer review groups for the essay outlines. Students review other students' outlines and their own, focusing mainly on the thesis, topic sentences, and rephrased thesis.
3. **Peer Review Workshops:** these are comprehensive peer review experiences. Students review other students' initial drafts, rating them on the rubric criteria of unity, support, coherence, and sentence skills.

### General Guidelines for Written Assignments:

1. All major papers should meet the guidelines of the assignment prompt and be properly formatted in MLA 9th edition. You are responsible for understanding and following MLA format and asking questions when needed. Here's a quick overview: <https://www.scribbr.com/mla/formatting/>. Final drafts should be double-spaced, and written in a 12-point, readable font. The title of your essay should be centered; the body of your essay should be left-aligned. Margins should be one inch wide on all sides. A correct heading and running header are required. Points will be deducted for final drafts that do not meet basic formatting standards for a college essay.
2. All major assignments should be submitted as Microsoft Word files (.doc or .docx). Do not submit PDF, gdoc, .pages, .odt, .rtf, or .txt files. I will not accept assignments written in the "Submission Text" or "Comments" portion of the submission link. Incorrectly submitted files are counted late until the appropriate file type is uploaded. Any submission that is blank or corrupt is considered late until properly submitted. Essays submitted with less than half the required word count earn a zero by default.

### Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of

the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

### **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.

### **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 five 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.

### **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.

## 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 use 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 to the assignment link in Blackboard by the due date—**submit written assignments to Blackboard, the Turnitin link**. (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 the end of the 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](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](mailto: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 regarding a grade must be filed within one year of receiving the grade.

## Section IX. Notes on 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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our mailing address is P.O. Box C122, 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 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.

**Technical Support**

SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055 or email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

Lobo Technology Assistance Center is located at all sites:

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

RGC Campuses Phone: 830-703-4899 (x4899)

Toll Free number: 1-888-837-2882

Email: [techassist@sulross.edu](mailto:techassist@sulross.edu)

Report Suspicious Email: [abuse@sulross.edu](mailto:abuse@sulross.edu)

Hours of Operation:

Monday - Friday 8:00am to 5:00pm

**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.