**Sul Ross State University**
**English 3312: Advanced Composition**
**Summer I 2024**

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| **Instructor:** | **Dr. Rasha Aljararwa** |
| **Hours of Availability:** | **I am available as much as possible weekdays from 9am – 5pm. Please contact me by email.** |
| **Email Address:** | **rasha.aljararwa@sulross.edu** |
| **Classroom Location** | **Blackboard**<br>This is an online course; all of the material will be covered online. I recommend to schedule blocks of time during the week solely devoted to studying for this course so that you keep a consistent study schedule. Although attendance is not graded in this modality, weekly active participation is required. 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. |

**Introduction**
Enhancing one's written and oral communication is a complex, individualized process which 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. Understanding 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. This class will be a writing intensive workshop course in which you will develop your reading and writing. You will write a sequence of assignments that culminates in a researched argument for our writing community and your own portfolio.

Online 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.

**What Are We Going to Do This Semester?**
We will explore a research question about a topic of your choice using scholarly and non-scholarly sources, then we will develop our findings into a researched argument. *All assignments contribute to the argument*!

You can choose any topic that interests you. If you don't have a topic in mind, I recommend researching the effects of reading on the brain for your project.

**How Will I Write This Researched Paper?**
We will complete a series of shorter assignments all of which will contribute to this researched paper.

**What Is the Research Question?**

In your project, you'll explore a question about your chosen topic through reading, asking questions, consulting various sources, thinking, and writing.

If you choose reading as your topic, consider generating a research question on one of these sub-topics:

The importance of reading for fun
How reading enhances cognitive function
The power of read-alouds
The value of bibliotherapy
The benefits of reading for incarcerated individuals
How reading can increase empathy
The impact of digital media on reading habits
Reading's role in language development
The effects of reading on mental health
The influence of different genres on readers

**Required Textbooks**
*Rewriting: How to Do Things With Texts* by Joseph Harris, Utah State University Press, 2017. Second Edition. ISBN-10: 1607326861

Supplementary readings will be posted to Blackboard

**Course Outcomes**
By the end of the course, students should be able to:
- understand writing as a recursive, developmental, integrative, and ongoing process
- Read academic texts in your field (and in other fields) critically
- 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
- Integrate other voices and perspectives into your own writing
- Form academic arguments
- Use both visual and verbal texts to enhance your position/argument
- Understand why there are different citation and format styles (and use at least one properly)
- Practice and apply the writing moves described in Harris' text
- Analyze and write to the rhetorical situations you'll face within your academic area
- Practice the writing process of planning, drafting, revising, and editing
- Edit your writing for coherence and style
- Evaluate your own writing critically
- Reflect on what you've learned and written

Marketable Skills
- Students will communicate effectively in writing and speaking.
- Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- Students will recognize how social and cultural contexts shape meaning and language.

**GRADES AND ASSIGNMENTS**

**Grading Scale**

**A**
90-100: Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade: points per credit hour)
**B**
80-89: Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)
**C**
70-79: Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)
**D**
60-69: Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)
**F**
50-59: Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

**Assignments**
All assignments will contribute to the researched argument of your choice. In other words, stick to the same topic for all of your assignments!

| *Assignment Name* | *Percentage (Points)* |
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| Diagnostic essay | 5% (50 points) |
| Research Project Proposal (300-500 words) | 10% (10 points) |
| Essay #1(500-750 words) Coming to Terms | 10% (100 points) |
| Essay #2 (500-750 words) Forwarding | 10% (100 points) |
| Essay #3 (500-750 words) Countering | 10% (100 points) |
| Annotated Bibliography | 20% (200 points) |
| Peer Review | 5% (50 points) |
| Academic Research Paper | 30% (300 points) |
| **Total** | 100% (1000 points) |

**In all assignments, you must**

- Follow MLA 9th edition style (12-point Times New Roman, double-spaced, 1-inch margins, etc.)
- Include in-text (parenthetical) citations
- Provide a "Works Cited" page using correct MLA to format citations
- Contain *no* errors (Proofread your final draft well.)

**Course Schedule**

Purchase or download your textbooks. We will begin using them right away.

The content for the week will be posted by Monday of the week. Please allocate adequate time to read the assigned readings and watch the posted videos, as this will help you complete your assignments due that week successfully and on time.

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.

*This is subject to change at instructor's discretion!*

| Week | Content | Due |
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| Introduction May 29-31 | Introduction to course, policies, syllabus, and Blackboard site.<br><br>Diagnostic Essay "Why I Am In College" | Diagnostic Essay, due **(Friday 5/31 by 11:59pm. on Blackboard)** |
| Week 1 June 3-7 | Introduction to Academic Research<br>Introduction to Harris<br>"Planning Research"<br>"Writing a Proposal" | Proposal (500-750 words) due **(6/5 by 11:59pm. into Blackboard)** |
| Week 2 June 10-14 | Harris' Chapter 1, ("Coming to Terms with a Text")<br><br>Harris' Chapter 2 ("Forwarding") | Essay #1(500-750 words) Coming to Terms, due **(6/12 by 11:59pm. into Blackboard)**<br><br>Essay #2 (500-750 words) Forwarding, due **(6/15 by 11:59pm. into Blackboard)** |
| Week 3 June 17-21 | Harris' Chapter 3 ("Countering")<br><br>"Evaluating Sources"<br>"Writing Annotated Bibliography" | Essay #3 (500-750 words) Countering, due **(6/19 by 11:59pm. into Blackboard)** |
| Week 4 June 24-28 | Harris' Chapter 4 ("Taking an Approach") | **Annotated Bibliography, Due (6/24 by 11:59pm. into Blackboard)** |
| Week 5 July 1-3 | Harris' Chapter 5 ("Revising") | Peer Review, due (6/28 ) |

| Peer Review (You will be assigned a partner to review their paper) | Academic Research Essay, due **(7/3 by 11:59pm. into Blackboard)** |
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## Course Recourses and Policies

### 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).

### 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://d1mg6ms3faoonj.cloudfront.net/wp-content/uploads/2020/09/Student-Handbook-2023-2024.pdf. Plagiarism detection software may be used in this class for written assignments.

A "0" will be earned for any assignment exhibiting signs of plagiarism.

### Attendance
This is an online course; all of the material will be covered online. Students have the responsibility to review class material often and study material. There is no attendance grade with the class online. Although attendance is not graded in this modality, weekly active participation is required.

### Late Papers/Assignments
To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in even one assignment, you may earn an F for the course.

This is a cumulative course (one project builds from another) as a result, students who fall behind tend to stay behind and do badly in the course. Because of this I DO NOT accept assignments that are later than two days. Please prepare for electrical failures, computer meltdowns, personal crisis, etc. and notify me ASAP.

**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.

**Blackboard**
This course requires numerous written assignments, all of which *must* be submitted to Blackboard by the published deadline. Please be prepared for electronic failures, last minute issues etc. These are *not* acceptable excuses for missing a deadline.