

Sul Ross State University International College of Humanities and Sciences

ENG 3312: Advanced Composition

Instructor: Dr. Sally Roche

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Office Hours:

Semester: Spring 2025

Credits: 3

Course Description

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

This course is designed to enhance students' advanced writing skills through the study of rhetorical strategies, critical thinking, and integration of research into academic writing. This course is aligned with the Texas TExES competencies for English Language Arts and Reading for grades 7-12 and EC-6.

Student Learning Outcomes (SLOs)

1. **SLO 1:** Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.
 - *TExES 7-12 Competency:* Oral and Written Communication (Domain III)
 - *TExES EC-6 Competency:* Development of Written Communication (Standard VIII)
2. **SLO 2:** Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
 - *TExES 7-12 Competency:* Text Comprehension and Analysis (Domain II)
 - *TExES EC-6 Competency:* Reading Comprehension (Standard VII)
3. **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.
 - *TExES 7-12 Competency:* Inquiry and Research (Competency 007)
 - *TExES EC-6 Competency:* Research and Inquiry Skills (Standard XI)

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

Required Texts and Resources

- *The Norton Field Guide to Writing, Edition 6*
- Purdue Online Writing Lab (OWL) for MLA citation guidance
- Blackboard for course materials and assignments

Course Requirements and Assignments—May be Revised by 1/23

- 12 Discussion Boards (Essays embedded for Peer Review): 120 points
- 8 Practice TExES Quizzes: 80 pts.
- Midterm Exam (Week 8) 100 pts.
- 50 Notecards 50 pts.
- Research Paper Draft (multi-stage Peer Review and embedded in Discussion Boards): 50 pts.
- Final Exam-Research Paper (Week 16) 200 pts.

Grading Criteria --May be Revised by 1/23

- Participation and Discussion Boards: 20%
- Practice TExES Quizzes 13.33%
- Midterm Exam: 16.67%
- 50 Notecards 8.33%
- Research Paper Draft: 5.33%
- Final Exam/Research Paper: 33.33%

Weekly Schedule Overview

Week	Topic	Readings/Assignments	TExES Competency Alignment
1	Introduction to Advanced Composition	Introductions Read pgs. 59-77 Norton Field Guide TExES Practice Quiz 1 Discussion Board 1	Competency 004, 006, 007
2	Genres and Analyzing Texts	Read pgs.79; 104-139 Norton Field Guide TExES Practice Quiz 2 Discussion Board 2	Competency 003, 004, 005, 006, 007, 008
3	Sentences	Read The Norton Field Guide to Writing Handbook pgs. 4-8 TExES Practice Quiz 3 Discussion Board 3	Competency 006, 011
4	Textual Analysis	Read pgs. 737-746 Norton Field Guide Ulrich/ <i>Well-Behaved Women Seldom Make History</i> Writing Assignment: Rhetorical Situations, Genres, and Sentence Construction Textual Analysis Essay	Competency 003,004, 005, 006, 007, 008, 011
5	Strategies: Cause/Effect, Argument, Classifying/Dividing, Comparing/Contrasting,	Read pgs. 403-444 Norton Field Guide TExES Practice Quiz 4 Discussion Board 4/ Peer Response	Competency 005, 006
6	Strategies: Defining, Describing, Dialogue, Processes, Narrating, Taking Essay Exams	Read pgs. 445-488 Norton Field Guide TExES Practice Quiz 5 Discussion Board 5/ Peer Response	Competency 004, 006, 007
7	Arguing a Position	Read pgs. 164-170 Coryell/ <i>All Words Matter: A Manipulation behind "All Lives Matter"</i> TExES Practice Quiz 6 Discussion Board 6/Peer Response	Competency 005, 006, 007, 008
8	Midterm Review	Midterm (Covers Weeks 1-7) Short Answer Questions Multiple Choice Questions Essay Questions	Competency 003-008, 011

9	Getting Started on Research: Finding and Evaluating 2 Sources	Read pgs. 491-534 Norton Field Guide TEExES Practice Quiz 7 Discussion Board 7/Peer Response <ul style="list-style-type: none"> • Choose a Topic • Find 2 Sources • Evaluate Sources • Reflection 	Competency 007-008
10	Practical Application: Find, Evaluate, 3 More Sources	Read pgs. 803-806 Norton Field Guide <i>AVILA/ Cyberloafing</i> No TEExES Quiz Discussion Board 8/Peer Response	Competency 003, 006, 007
11	Synthesizing Ideas, Quoting, Paraphrasing, and Summarizing	Read pgs. 535-553 Norton Field Guide TEExES Practice Quiz 8 Discussion Board 9/Peer Response	Competency 003, 006, 007
12	25 Notecards (First Set)	Handwrite Notecards for Synthesizing, Quoting, Paraphrasing, and Summarizing Discussion Board 10	Competency 003, 006, 007
13	25 Notecards (Second Set)	Handwrite Notecards for Synthesizing, Quoting, Paraphrasing, and Summarizing Discussion Board 11	Competency 003, 006, 007
14	Drafting, Acknowledging Sources, Avoiding Plagiarism, Documentation, MLA	Read pg. 364-366 Read pgs. 555-614 Norton Field Guide Research Paper Draft	Competency
15	Getting Response and Revising	Read pg. 372-379 Norton Field Guide Research Paper Peer Review Discussion Board 12	
16	Editing and Proofreading Final Exam	Read pg. 380-384 Norton Field Guide Submit Final/Research Paper	

Course Policies

Late Work: Assignments submitted up to one week late will receive a 10% penalty. Assignments submitted beyond one week without documentation will not be accepted.

Attendance: Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to “explained and excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled electronically on Blackboard), to be punctual, and to complete all assignments on time.

Academic Integrity: Students must adhere to Sul Ross’s Academic Honesty policy. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites or generative A.I. without citation.

Prohibited Uses of A.I.:

1. Using AI tools to generate answers for quizzes, exams, or other assessments is strictly prohibited. This includes using AI to write essays, solve problems, or complete assignments without proper attribution.
2. Presenting AI-generated content as one's own work without proper attribution is considered plagiarism. Students must clearly distinguish between their own work and any AI-generated assistance.
3. AI tools should not be used to engage in unethical or inappropriate behavior, such as generating harmful, offensive, or misleading content.

Consequences of Violations: Violations of this policy will be treated as breaches of academic integrity and may result in disciplinary action, including but not limited to:

- A failing grade on the assignment
- A failing grade for the course
- Referral to the institution's academic integrity board

Best Practices for Using AI Tools

1. Always disclose the use of AI tools when submitting assignments or participating in discussions.
2. Evaluate AI-generated content critically and ensure that it aligns with course objectives and academic standards.
3. Use AI as a supplementary tool rather than a replacement for original analysis and creative thinking.

Seeking Guidance: If you are uncertain about the appropriate use of AI tools in a specific context, please consult with the instructor before proceeding. The instructor of the course is available to clarify the policy and provide guidance on acceptable practices.

University Programs and Services

Required Student Responsibilities Statement: All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Required for Remote/Online Courses. 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. 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.

Required by American with Disabilities Act 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 should contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Also available is Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@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 day a week for your convenience. Blackboardsupport@sulross.edu or 888.837.6055.

Email, Blackboard, and Office 365/One Drive: You will want to check your Sul Ross e-mail regularly. It is an easy way for the instructor to stay in contact with you and for you to stay in contact with the instructor. The instructor will use Blackboard to send messages to the class, collect major assignments, provide students with access to class assignments, and post students' major grades. You need to be able to access both your SRSU e-mail, Blackboard, and Office 365/OneDrive accounts. If you need login help, please call 432-837-8888. Check your access early in the semester. The instructor recommends that you save your work on Office 365/OneDrive. This way you can access your work from any computer that has Internet access on or off campus.

Writing Support: The instructor recommends that you have a tutor review your work before you turn in the final drafts. As a Sul Ross student, you should seek writing feedback and/or assistance at The Writing Center which provides online tutoring support. 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).

Course Alignment with Teacher Education Program Data

The *ENG 3312: Advanced Composition* course is specifically designed to target the key areas identified in the program assessment data for the Sul Ross Teacher Education Program. These areas are incorporated into the course structure and assignments to align with the competencies expected of future educators in the English Language Arts domain.

1. Effective Lesson Planning (SLO 1 and SLO 2):

- The program assessment data indicates a strong emphasis on students demonstrating unity, organization, coherence, and development in their work. This aligns with EDUA 3303 and EDSR 3301 assessments, where faculty evaluate students' completed lesson plans and their ability to analyze and reflect on feedback. In *ENG 3312*, students will be required to construct documents that reflect these skills, mirroring the lesson planning and revision processes assessed in the education program. Activities such as essay drafting, peer review, and structured revisions will be used to strengthen these skills.
- *Assessment Data Reference:* EDUA 3303 and EDSR 3301 showed students achieving a mean score of 93% in lesson planning, indicating a focus on unity and coherence (Program Assessment Report 2023-2024).

2. Written and Oral Proficiency (SLO 1 and SLO 2):

- The course integrates assignments that develop and assess students' written communication proficiency, which is critical for effective teaching. The program data from EDUA 3303 and EDSR 3301 reveal that

students excel in written reflections and oral presentations, with all assessed students receiving a "proficient" rating on lesson plan presentations. In *ENG 3312*, students will engage in critical analysis and interpretation of texts, applying literary criticism, which reflects the skills developed through these presentations.

- *Assessment Data Reference:* In SLO 2a, the proficiency report shows that all students scored proficiently in written and oral presentations (Program Assessment Report 2023-2024).

3. Research and Evaluation Skills (SLO 3):

- The program assessment data highlights challenges with students' completion of research projects, as indicated by lower scores when assignments were not submitted (e.g., SLO 2b in EDUA 3303). In *ENG 3312*, students will complete a multi-stage research project that includes finding credible sources, integrating these sources into their own writing, and documenting them according to academic standards. This addresses the assessment criteria in EDUA 3303 and aligns with the expectations for producing well-researched documents.
- *Assessment Data Reference:* In SLO 2b, the mean score was impacted by incomplete submissions, highlighting the need for structured research assignments. This course will implement benchmark deadlines to support successful completion (Program Assessment Report 2023-2024).

4. Effective Feedback and Evaluation Processes (SLO 3):

- The program data from EDUA 3303 and EDSR 3301 emphasizes the importance of providing evaluative feedback on student artifacts. In *ENG 3312*, peer review sessions and self-assessment activities will be integrated to develop students' ability to evaluate and provide constructive feedback. This aligns with SLO 3a from the program data, which focuses on evaluating student learning and providing guidance for improvement.
- *Assessment Data Reference:* In EDUA 3303, artifact analysis and feedback exercises are noted to have increased student scores from fall to spring, showing the effectiveness of these strategies (Program Assessment Report 2023-2024).

By aligning *ENG 3312* with these key areas from the program assessment data, the course prepares future educators with the essential writing, research, and evaluative skills necessary for their professional roles, ensuring that their development meets TExES standards and aligns with both the Language & Literature and Teacher Education Program expectations.