Sul Ross State University
English 3312 Advanced Composition
Spring 2026

Instructor:	Dr. Sarah Roche
Hours of Availability:	M-F 9:00 – 4:00
	By appointment
Communication	Please contact me using Blackboard Messages and/or my SRSU email
	smoreman@sulross.edu
Office Location:	Eagle Pass B121
	Del Rio 213
	—always make an appointment before traveling to my office
Telephone:	830 703 4837 (office); 830 469 6686 (cell)
Email Address:	smoreman@sulross.edu
Classroom Location:	Blackboard

Section I. Introduction
Enhancing one's written and oral communication is a complex, individualized process that takes place over time with continued practice and daily reading. Eight weeks is not much time for such a process; you will be introduced to practices that *you should continue throughout your life*. 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, you will read and write every day, and focus on developing your vocabulary and on choosing the most precise, powerful words for papers. You will write a sequence of assignments that culminates in a researched argument for our writing community.

What Are We Going to Do This Second Fall Session?
You will write a paper about the effects of reading on the brain using scholarly and non-scholarly sources. Of course, you will read and discuss readings and writing too.

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

How Do I Earn the Grade?
You must complete each assignment. Each short assignment is a learning experience and, thus, a prerequisite for the researched paper; the series of shorter assignments will prepare you to write the researched paper.

Course Texts and Readings
You do not have to buy a book. All readings will be posted to Blackboard.

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).

Tutoring
Tutoring is available at Blackboard—see link in our Blackboard course menu.

Section II. Course Requirements and Grading

ASSIGNMENTS	Date Due	Percentage of Course Grade
Assignment #1	February	25
Assignment #2	March	25
Assignment #3	April	25
Assignment #4	May	25

Section III. 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 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 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.

Artificial Intelligence (AI)
The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should **never** upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.
In this course, you may use AI to generate ideas and when you do, cite those AI-generated texts.

Turning in Assignments and Grade Complaints
To pass the class you must successfully complete and turn in each assignment by the due date—submit written assignments to Blackboard (I will not accept email submissions). All assignments must be turned in to pass this course.

Please discuss your grades with me during the session, definitely before end of 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 (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. Mark Saka at m.saka@sulross.edu, and phone 830 279 3004. If your grievance is not resolved, contact the dean, Dr. Sally Roche at smoreman@sulross.edu. Any grievance regarding a grade must be filed within one year of receiving the grade.

Section IV. Notes on University Programs and Services
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 mschwartze@sulross.edu or ronnie.harris@sulross.edu.

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.

Technical Support

Section V. Course Objectives
ENGL 3312 students
- will understand writing as a recursive, developmental, integrative, and ongoing process
- will apply writing conventions, including sentence and paragraph construction, punctuation, usage, grammar
- will apply evaluative criteria for evaluating their written texts
- 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

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.

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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 taches 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 taches 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.