

## ENG 3312: Advanced Composition, Spring 2026

**Instructor: Jules Lattimer**

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**Office hours: Fridays 12 pm to 1 pm CT, or by appointment**

Note: *I do not have a physical office on campus in Alpine or Del Rio. The phone number in the university directory does not reach me. To contact me, please use email.*

*I am always available during office hours, even if I'm not logged into the Collaborate meeting. If you log on and I'm not there, just shoot me an email. I will see it and log in immediately. However, it's best to give me advanced notice, so that I have the opportunity to review your materials before meeting with you. Thanks!*

### Course Description

*An intensive study of writing conducted in a workshop format focused on rhetoric, critical thinking, reading, writing processes, and conventions of usage, grammar, punctuation, and documentation of sources.*

My goal for this course is to help you build strong reading, writing, and critical thinking skills. Your work will be self-driven, though there are many, joyous opportunities to collaborate with your peers.

I've designed this course with a great deal of flexibility. Technically, this course combines my two sections of ENG 3312 — one is synchronous and one is asynchronous. I've combined them so that you can choose your mode of learning, and quickly adapt if needed.

Each week, you'll have assignments due for this class on Wednesdays at 11:59 pm. Those assignments will include readings, mostly from the *Norton Field Guide to Writing* (which is available on your Brytewave account, linked on Blackboard), and a slew of writing assignments. The writing assignments might be very informal — discussion boards, quick responses — or they might be more formal papers. I'll release all course material for the week by 11:59 pm Friday.

Please expect robust reading and writing assignments. It's my duty to adequately prepare you for the next steps in your academic journeys, and honoring that duty comes from a place of respect for you and your ambitions. I'm here to help you!

Many of you (but likely not all of you) are taking this course as part of your preparation to become public school teachers. What a wonderful calling! Becoming an educator is borne out of something *emotional* — perhaps a hope to build a better future or to help young people reach their ambitions. In our reading- and writing-intensive course, I'm here to provide a *practical* compliment to that aspiration. I want to give you the tools to uplift your future students — to pass forward the strength that literacy provides.

Our course will culminate in three major writing assignments which build upon one-another. We'll move from *textual analysis* to *argumentation* to *research* — each step providing you with the foundation you need to complete the next step.

Because of the cumulative nature of this course, please complete all the assignments in the order they are released on Blackboard.

## Required Materials

*Norton Field Guide to Writing, 6th Edition*, by Richard Bullock, Deborah Bertsch, Maureen Daly Goggin, and Francine Weinberg. ISBN-13: 978-0393884135

I have made a request through Follet to include this text on your e-book shelf, which I've linked at the top of the Blackboard "Course Content" page. Last semester, we had lots of trouble with this service, and I ended up posting all the course readings as PDFs as well. So, I do have those PDFs if we need to pivot.

## Grading Breakdown

**10% Textual Analysis Paper** — the culmination of our Unit 1

**20% Argumentation Paper** — the culmination of our Unit 2

**30% Research Paper** — the culmination of our Unit 3, building on skills from the entire semester

**40% Less-consequential assignments** — This is the category that takes *the rest of it*. I purposefully maintain some flexibility in the nature of the assignments I'll assign during the term. But, you can rely on the major papers, and know that the rest will be counted in a lump sum under this category.

*The three major assignments will be graded with a rubric, while the less-consequential assignments will be graded on completion. A 100% completion grade is earned by legitimate effort, as is discernable by me, and a meeting of any stated word-count requirements and deadlines.*

Final course grade	Letter grade for your transcript
90 - 100%	A
80 - 89%	B

Final course grade	Letter grade for your transcript
70 - 79%	C
60 - 69%	D
0 - 59%	F

**A NOTE ABOUT BLACKBOARD GRADING:** I will do my very best to have an accurate and updated gradebook for you in Blackboard throughout this semester. In my experience, Blackboard regularly misleads students on their final grade. Blackboard can only grade what you've turned in, and the effect of assignments yet-to-be submitted or graded is very difficult to calculate. Most of this course is graded on completion, so keep up with your assignments and you'll end with a strong grade. If you have a specific question, I'm happy to run some numbers for you and make things clearer throughout the semester. **Students who fail to submit a research paper cannot end the course with higher than a D.**

## Late Work

Unless there is an emergency, late work is not accepted. Please do your best to keep up with the work during our short time together. I know this sounds rigid, I'm not heartless, so please email me if we have to figure something out for you. If there is an emergency, reach out to me to explain (no need for too much detail) and we'll see what works best.

If you're emailing me to ask for an extension, this must be done *at least 12 hours before the deadline*, and you must specify how much more time you'll need to complete your work.

## Original work and Plagiarism

Since this is a writing course, and thus we are tasked with strengthening your writing, you can expect demanding writing assignments throughout this term. Your writing will be bolstered by course reading assignments and your own research, so correctly citing your sources will become a crucial component of these assignments.

While there will be some clearly-marked opportunities to collaborate, please uphold your own honor by only submitting work that is utterly your own. Help from tutors, family, friends, and online sources is expected, within reason—but every single sentence should be of your own creation.

**Chat GPT and other AI writing software are entirely prohibited from this coursework.** It is remarkably obvious when this software is in use, even if you think it is not. Every assignment you submit will be run through an AI detector. If AI is detected, you'll receive a failing grade for that assignment. If it's a continuous problem, I will recommend to the department that you are removed from this course. If AI is detected on your final paper, you will receive a failing grade

for this course. To be clear, each semester since 2023, a few students have failed or been removed from my course because of AI writing. Decide now that you won't be one of them.

### **Style expectations**

During this term, we'll study the effective sentence, paragraph, and essay. We'll talk about interesting words or turns of phrase that maximize the rhetorical effect of your ideas. I want to see you effectively build these papers, and then style them so that they're easy to read. Please reference [Purdue OWL](#) for everything MLA-format-related, including how to format your three papers. I'm philosophically opposed to deducting points for incorrect MLA formatting, but I *do* encourage you to practice this style. Mastery of formatting brings a professionalism to your academic work that may open doors for you in the future. Consider this class a low-stakes opportunity to try it, and I'll do my best to point you in the right direction.

### **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 [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) or contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@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.

### **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.

### **Libraries**

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 Lobold 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).

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).

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.

## **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.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **SRSU Writing Center**

The SRSU Writing Center is located in Blackboard >> Organizations! Just type "writing center" or see the link in our Blackboard course menu. View an invitation to visit at <https://www.youtube.com/watch?v=Xw3BxIUCq5U>

## **Course Learning Objectives**

This course offers you the opportunity to read and analyze a variety of both topical and critical articles that will serve as a model for the types of writing that you will practice this semester. We will use a variety of rhetorical styles, and we will also work on your editing skills by improving your grammar. We will also help you better your peer revision skills by collaborating and reading each other's work.

### **Student Learning Outcomes**

Writing students will demonstrate the ability to do the following:

SLO 1: Construct essays that demonstrate unity, organization, coherence, and development

SLO 2: Study rhetorical theory and then apply the theory to analyze the form of popular and academic writing.

SLO 3: Produce a research paper that demonstrates the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format

SLO 4: Demonstrate creativity or originality of thought in written and multimedia projects

SLO 5 Study grammar in relation to the art of writing in order to improve both as a writer and editor.

### **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.

### **Course Calendar**

Due Wednesday January 21

- Reading: Rhetorical Situation
- Reading: Analyzing Texts
- Discussion Board 1

Due Wednesday January 28

- Respond to your classmates' Discussion Board 1 posts
- Reading: Textual Analysis
- Reading: "Well-Behaved Women Seldom Make History" by Laurel Thatcher Ulrich
- Reverse Outline of Ulrich's Essay
- Restructure your Discussion Post

Due Wednesday February 4

- Textual Analysis Paper

Due Wednesday February 11

- Reading: Strategies (Part 1)
- Discussion Board 2

Due Wednesday February 18

- Respond to your classmates' Discussion Board 2 posts
- Reading: Strategies (Part 2)
- Discussion Board 3

Due Wednesday February 25

- Respond to your classmates' Discussion Board 3 posts
- Reading: "All Words Matter" by Kelly Coryell
- Response to Coryell's Essay
- Peer support for your Argumentative Paper

Due Wednesday March 4

- Argumentative Paper

Due Wednesday March 25

- Reflection on your Argumentative Paper Writing Process
- Reading: Getting Started on Research
- Look Ahead: Your Research Paper Assignment due December 4
- Discussion Board 4

Due Wednesday April 1

- Respond to your classmates' Discussion Board 4 posts
- Grammar and Rhetoric Cheat Sheet
- Looking back: Your Textual Analysis Paper

Due Wednesday April 8

- Reading: "Cyberloafing" by Rocio Celeste Mejia Avila
- Reading: Synthesizing Ideas + Quoting, Paraphrasing, and Summarizing
- Pre-Writing and Research

Due Wednesday April 15

- Reading: Organizing Your Writing, Guiding Your Readers + Drafting
- Discussion Board 5: Your Rough Drafts

Due Wednesday April 22

- Respond to your Classmates' Discussion Board 5 Rough Drafts
- Reading: Assessing Your Own Writing
- Grade Yourself

Due Wednesday April 29

- Second Draft
- Extra credit: Peer support

Due Wednesday May 6\*

- Final Argumentative Research Paper
- Course reflection

\*If you're a graduating senior, I highly encourage you to submit your paper by Monday May 4.