

ENGL 3312
Summer 2026
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Office hours: MWF 6 – 7:30 pm
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Advanced Composition

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)

- 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)
- 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)
- 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

- 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

Texts

All the instructional materials (readings, activity instructions, and homework/assignment prompts) are posted on Blackboard.

Assignments

Process

- Introduction (draft and revised)
- Annotated bibliography
- Literature review
- Works cited page
- Peer review

Product

- Argumentative essay draft
- Finalized argumentative essay
- Final reflective essay

Grading

Daily homework-----	25%
Introduction draft-----	5%
Revised introduction -----	5%
Annotated bibliography-----	10%
Literature review-----	5%
Works cited page-----	5%
Argumentative essay draft-----	10%
Peer review-----	10%
Finalized argumentative essay-----	10%
Final reflective essay -----	15%

Modules and Weekly Schedule

Module	Week	Date	Homework
Module 1: Course introduction, finding a topic, and introducing your topic	1	May 27	<ul style="list-style-type: none"> • Reading course overview • Reading syllabus • Finishing quiz 1 • Posting a self-introduction
		May 28	<ul style="list-style-type: none"> • Reading Shirley Jackson, “The Lottery” The-Lottery.pdf • Watching the opening scene of <i>Blue Velvet</i> (1986) Blue Velvet - Opening Sequence • Posting on discussion board: what do you learn about introducing a topic from the two samples?

Module	Week	Date	Homework
		May 29	<ul style="list-style-type: none"> Finding a topic for your research Drafting an introduction to your own topic
Module 2: Recognizing an audience, raising questions, and making an argument	2	June 1	<ul style="list-style-type: none"> Reading “Context, Audience, and Media” lesson Finishing quiz 2
June 1: Introduction due on Blackboard (by the end of the day), instructions are posted in Module 1			
Module 2	2	June 2	<ul style="list-style-type: none"> Reading Richard Rodriguez, “The Achievement of Desire” (posted in Module 2) Reading Sherry Turkle, “The Flight from Conversation” (posted in Module 2) Writing a response: to what audiences do these two essays speak?
		June 3	<ul style="list-style-type: none"> Refining your introduction Writing a reflection: to what audience do you speak?
		June 4	<ul style="list-style-type: none"> Raising questions on your topic Integrating questions to your introduction
June 4: Revised introduction due on Blackboard (by the end of the day), instructions posted in Module 1			
Module 2	2	June 5	<ul style="list-style-type: none"> Reading “Hypothesis, Thesis Statement, and Pre-research Preparation” Lesson Finishing quiz 3 Drafting and submitting your thesis statement
Module 3: Research, collecting, organizing, and analyzing sources	3	June 8	<ul style="list-style-type: none"> Reading Isabelle Gill, “Media’s Misrepresentation of Disney Princesses” (posted in Module 3) Reading “Types of Sources and Their Uses” lesson Finishing quiz 4 Writing a short analysis of sources used in Gill’s essay
		June 9	<ul style="list-style-type: none"> Reading “Research, Resources, and Sources” Lesson

Module	Week	Date	Homework
			<ul style="list-style-type: none"> Submitting “Library Research” homework
		June 10	<ul style="list-style-type: none"> Reading “Saving and Organizing Sources” lesson Submitting your source folder
		June 11	<ul style="list-style-type: none"> Research and collecting sources Submitting a list of sources
		June 12	<ul style="list-style-type: none"> Reading “Source Analysis” lesson Drafting your annotated bibliography
June 14: Annotated bibliography due on Blackboard (by the end of the day), instructions are posted in Module 3			
Module 3	4	June 15	<ul style="list-style-type: none"> Reading “Literature Review and Citation Style” lesson Drafting your literature review
		June 16	<ul style="list-style-type: none"> Refining your literature review Drafting your works cited page
June 16: Literature review due on Blackboard (by the end of the day), instructions are posted in Module 3			
		June 17	<ul style="list-style-type: none"> Refining your works cited page
June 17: Works cited page due on Blackboard (by the end of the day), instructions are posted in Module 3			
Module 4: Outlining and drafting an essay	4	June 18	<ul style="list-style-type: none"> Outlining your argumentative essay Submitting your essay outline
		June 19	<ul style="list-style-type: none"> Drafting your argumentative essay
	5	June 20	<ul style="list-style-type: none"> Drafting your essay
June 22: Argumentative essay draft due on Blackboard (by the end of the day), instructions are posted in Module 4			
Module 5: Review and revising	5	June 23	<ul style="list-style-type: none"> Peer review: receiving peer’s feedback Making a list of your peers’ feedback
		June 24	<ul style="list-style-type: none"> Receiving instructor’s feedback
June 24: Peer review feedback list due on Blackboard (by the end of the day), instructions are posted in Module 5			
	5	June 25	<ul style="list-style-type: none"> Revising your argumentative essay
		June 26	<ul style="list-style-type: none"> Revising your argumentative essay
	6	June 29	<ul style="list-style-type: none"> Writing your final reflective essay
		June 30	<ul style="list-style-type: none"> Finalizing your argumentative essay
July 1: Finalized argumentative essay and final reflective essay due (on Blackboard, by the end of the day), instructions are posted in Module 5			

Class Policies

Attendance

This course is asynchronous. The class do not meet at a scheduled time, but to keep yourself on page and complete the course, it is your responsibility to check the weekly schedule (listed below) and finish homework/assignment on time. **Your lesson and tasks for the next day will be available from midnight of the day. For instance, your lesson and tasks for May 28 will be available from 12 am on May 28.**

Late Work Policy

You should work to meet the deadlines of assignments as listed on this syllabus. Although I do not encourage procrastination, I understand sometimes you could feel stuck or encounter difficulties in writing. Start working as early as possible. Trying to write an essay from scratch only a few hours before deadline produces nothing but stress and terror. Reach out to me when you feel not able to meet a deadline, and we will figure it out together. A late submission without prior notice and my consent will not be graded.

AI Policy

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, **the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism.** If you have questions about what constitutes a violation of this statement, please contact me.

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 or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@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.

Student Responsibilities

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 him/herself with the requirements of such laws.

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.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Helpful Resources on Campus

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 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/ or ask a librarian by emailing 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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Contact:

- srsulibrary@sulross.edu
- srsuarchives@sulross.edu
- Eagle Pass (D-129) Front Desk: 830-758-5035

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Writing Center

The Writing Center provides tutoring support for your brainstorming, writing, and revising. I encourage you to make an appointment for a tutoring session. If you are interested, contact Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu. To access the Writing Center page, go to **Blackboard**. If you are logged into Blackboard, all you have to do is click this link: https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.

- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!