

ENGL 3312

Fall 2026

Dr. Xinyuan Qiu

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Class meeting: MW, 11 – 12:15

Location: online

Meeting link: <https://teams.microsoft.com/meet/270319387722152?p=jJP5Ebf8GMiH3GPSPM>

Meeting ID: 270 319 387 722 152

Passcode: U6U3SU7T

Office hours: Monday 1 – 5, 6 – 8 pm; T and Th, 1 – 3, 6 – 8 pm (by appointment)

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.

Course Learning Objectives

After taking this course, you will be able to

- Identify the context and audience of various genres of exposition writing
- Understand the conventions of academic writing
- Take advantage of different databases and resources in doing research
- Cite sources properly by following the style used in a chosen field of scholarship
- Compose research paper that presents coherent reasoning, substantial evidence, and proper citations

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)

Student Learning Outcomes (SLOs) for Communication

- Communication. Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

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

- Reading materials are posted on Blackboard. **Please look for them in corresponding weekly folders.** For instance, reading homework for week 1 can be located in “Week 1” folder.

Assignments

- Process
 - Introduction
 - Annotated bibliography
 - Literature review
 - Works cited page
 - Peer review
- Product
 - Argumentative essay draft: 10%
 - Finalized argumentative essay: 5%

Grading

Attendance -----	5%
Participation-----	10%
Introduction -----	5%
Annotated bibliography-----	15%
Literature review-----	10%
Works cited page-----	10%
Argumentative essay draft-----	10%
Peer review portfolio-----	20%
Finalized argumentative essay-----	15%

Letter Grade Scale

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	Below 60%

Class Policies

Attendance

To engage in this course, you are supposed to attend classes. Attendance will be taken at the start of each class. Though some laxity will be granted for unexpected situations, you are supposed to email me beforehand or afterwards (in case of emergencies) with justifiable reasons if you are going to be absent.

Participation

Attending and sitting in classes silently will not give you credit for participation. To obtain credit, you are supposed to engage actively in class and group discussions. There will be sessions that start with a go-round-classroom discussion. This is a good opportunity for you to make contributions.

Electronic Devices

Frequent consultation of your phone is not allowed in class. Laptops and tablets are only allowed to access materials related to this class.

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.

Class Schedule

Week	Date	Class Activities	Homework
1	Aug 24	• Introduction to the course • Syllabus reading • Start-up survey • Q&A	Reading (available on Blackboard) • Shirley Jackson, “The Lottery” The-Lottery.pdf
	Aug 26	Recognizing topic • Ted talk: How childhood trauma affects health across a lifetime Nadine Burke Harris TED How to introduce a topic • Discussion of “The Lottery” • Watch and discuss: The opening scene of <i>Blue Velvet</i> (1986) Blue Velvet - Opening Sequence Workshop: effective ways of introducing a topic and appealing to the audience	Readings (available on Blackboard) • Richard Rodriguez, “The Achievement of Desire” • Sherry Turkle, “The Flight from Conversation”
2	Aug 31	Context, audience, and media • Discussion of Rodriguez’s and Turkle’s essays Workshop • “Me-search” to find a topic	Finish the workshop sheet
	Sept 2	Class discussion: share your topic Workshop: draft an introduction that builds a context and addresses your audience	Finish your introduction
	Sept 6	Introduction due (Blackboard, by the end of the day)	
3	Sept 7	Labor Day, no class	Reading (available on Blackboard) • Isabelle Gill, “Representation of Disney Princesses in the Media”

Week	Date	Class Activities	Homework
	Sept 9	Research questions, hypothesis and argument	Add your questions and argument to your introduction
		Workshop: raise questions on your topic and make a tentative argument	
4	Sept 14	Types of sources and their possible use Continued discussion of Gill's essay	Finish outlining your essay and research plan
	Sept 16	The structure of an argumentative essay Workshop: • Draft a counter-claim • Outline your essay and pre-research speculation	
5	Sept 21	Movie: <i>Parasite</i> (2019)	Reading • Pat Finn, "The Architecture of Inequality: On Bong Joon-ho's Parasite"
	Sept 23	Movie: <i>Parasite</i> (2019) Discussion: • How to make a critical response: <i>Parasite</i> and Finn's review	Review • Isabelle Gill, "Representation of Disney Princesses in the Media"
6	Sept 28	Continued discussion of critical response How to read sources Discussion of Gill's essay: where to locate its key ideas	Collect sources and prepare for showcase
	Sept 30	Introduction to databases and library resources Research workshop: keyword search and sorting	
7	Oct 5	Research showcase Source organizing and analysis	Organize your sources and take notes
	Oct 7	Introduction to annotated bibliography Workshop: draft your annotated bibliography	Work on your annotated bibliography
8	Oct 12	Workshop: continue working on your bibliography Introduction to literature review	Finish your annotated bibliography • Keep working on literature review
	Oct 14	Workshop: draft a literature review	

Week	Date	Class Activities	Homework
			- Readings (available on Blackboard) - Sample citation papers
9	Oct 19	Citation format: MLA, APA, Chicago	Finish your literature review
		Annotated bibliography due (Blackboard, by the end of the day)	
	Oct 21	Workshop: cite sources	Draft a works cited page
	Oct 23	Literature review due (Blackboard, by the end of the day)	
10	Oct 26	Claim and evidence Reasoning and logic Workshop: review and complement your essay outline	Refine your essay outline
	Oct 28	Workshop: start drafting your argumentative essay	Work on your argumentative essay draft
	Nov 1	Works cited page due (Blackboard, by the end of the day)	
	Nov 2	Argumentative essay workshop: subclaim paragraphs	Add at least two subclaim paragraphs to your essay
11	Nov 4	Argumentative essay workshop: counter-claim paragraph	
12	Nov 9	Argumentative essay workshop: conclusion	Finish your argumentative essay draft
	Nov 10	Argumentative essay draft due (Blackboard, by the end of the day)	
	Nov 11	First round of peer review	Finish your first review and give it back to your peer
13	Nov 16	Second round of peer review	Finish your second review and give it back to your peer
	Nov 18	Introduction to multimedia writing	Find a sample of multimedia writing
14	Nov 23	Discussion of multimedia writing	Revise your argumentative essay
	Nov 25	No class (Thanksgiving Day holiday)	
15	Nov 30	Finalize your essay by incorporating peer's and instructor's feedback	Revise your argumentative essay
	Dec 2	Finish revising your essay	
		Finalized argumentative essay due (Blackboard, by the end of the day)	

Week	Date	Class Activities	Homework
		Peer review portfolio due (including two peers' feedback and your report)	

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 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 themselves 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](#). 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!