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ENG 3001-601: Advanced Composition

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Advanced Composition

Prof. Angela Vietto

About the Course

This is a course in writing for students who are advanced beyond the level of English 1001 and 1002. The official catalog description puts it this way: “Advanced study and practice of writing in public, professional, and discipline-specific genres.” The course is designed to help you move your writing skills to the next level for both college and, most importantly, beyond college. Did you know that strong writing skill consistently ranks in the top 10 when employers are surveyed about the most important skills for employees? In fields from accounting to zoology, and especially in people-oriented fields like teaching, social work, psychology, and health care, strong communication both in writing and in speech is highly valued.

And, it turns out, strong writing is also a valuable skill for people who want to make a difference in the world. Whether communicating a local problem to an elected official, persuading the school board to change a policy, or writing a grant proposal to fund a new playground or homeless shelter, strong writing skills are a valuable tool for our life as good citizens of our communities and the world.

Course Learning Objectives

Successfully completing this course should enhance your skills and knowledge in the following areas:

- Write clear, concise, meaningful prose
- Construct effective arguments
- Plan a writing process for a given writing project that will be effective and efficient for you
- Read critically, to accurately understand *and* analyze complex texts
- Identify and correct problems in English grammar and usage independently

Contacting the Instructor & Response Time

In addition to being a faculty member, I am the chair of the English Department. So the best way(s) to contact me, especially if you need immediate help, might be a little different than for most instructors.

For the fastest response time, you have three options

(a) text me at my cell number (217-549-3203), between 9 am and 9 pm, 7 days a week; or

(b) phone me at the office, 217-581-2428, between 8:30 and 4 MTWR and between 8:30

and noon on Friday; or

(c) visit me in our online meeting room, which you can find by clicking “Content” inside our D2L site; I will be logged into the online meeting room during the following hours: on M 11 am-noon, TWR 3-4, and Sun 7-8 pm.

These first three methods should give you a response within minutes if I am free, or if I am in a meeting when you text or call, within a few hours.

But, if you really need to email me, go ahead, and use my eiu address: arvietto@eiu.edu. I will do my best to respond to emails within 24 hours. But wouldn't you rather have a faster reply? That's why I recommend texting, phoning, or visiting during office hours as the preferred ways for you to contact me; of course, if you *need* to email instead, please do so.

Textbook & Readings

from TRS

Professional and Public Writing by Linda Coleman and Robert Funk

Other readings will be distributed via the course web site.

Students with disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Minimum Technology Requirements

To take this online course, you need a reliable internet connection and access to a computer that will allow you to do the following: download and upload documents; produce text documents that can be saved as both .doc/.docx and .pdf; view and listen to videos. If you would like to talk in our online classroom using video chat, you will need a camera and a mic built into your computer—but using video chat is optional.

Minimum Technical Skills

To take this course, you need to be able to navigate the D2L web site (which you can easily learn if you've never done it before), including posting in discussion boards and uploading documents. You will also need to be able to produce word processing documents. Ideally, you would do this using Microsoft Word, but you may use other word processing packages *as long as you can save documents created in those packages as Word documents*. In popular word processors like Google Docs and Pages, this is done by using the "Save as" or "Export" command. So if you've never done it before, you can learn. Finally, again, regardless of what word processing package you use, you will also need to be able to save (or export) word processed documents as .pdf files, so that all your classmates will be able to use them. Again, if any of these are new skills for you, you can easily learn them—so just let me know.

Technical Support

For TECHNICAL SUPPORT issues (not help or questions about the course), contact Campus Technology Support at 217-581-4357 or support@eiu.edu or submit a help request online: <https://techsupport.eiu.edu/>

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

The Electronic Writing Portfolio

Any written project of 750 words or longer written for this class would be suitable for submission to the EWP.

The English Department Statement on Plagiarism

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Grading and Major Assignments

Discussion postings	15%
Quizzes and short writings	15%
Writer's Profile	5%
Audience Analysis	5%
Writer's Story	10%
Researched Position Paper	15%
Personal Narrative	10%
Final portfolio	25%

Final Grading Scale

A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	59.99% and below

Discussion postings: Discussion is an important part of learning, especially when it comes to reading, writing, and analytical thinking. When you contribute a meaningful question or observation—even just a description of something you find difficult or confusing—you are doing two things that an instructor can never do for you.

First, when you comment on material, you are processing it in your brain in a different way than when you were merely thinking about the material. This kind of processing deepens your understanding (even when you feel confused!) and helps you remember the material. Second, you are presenting your classmates with new ideas from a variety of perspectives to help them exercise their critical thinking.

So, as you prepare your discussion postings, make sure that, whether long or short, your posting is thoughtful and that it responds to the instructions.

Schedule of Due Dates

- This list of assignments does not include complete instructions; see the modules in D2L for complete instructions for each assignment.
- Assignments listed are due by 11:30 p.m. on the date listed.
- *PPW* = *Professional and Public Writing*. All other readings are provided in the module listed.

Week 1, May 28-June 2

Module 1, Getting Started

- May 29 Discussion posting 1 (Introductions)
 Discussion posting 2 (Questions about the Syllabus or Course)
- May 31 Short writing: Response to Dweck's Two Mindsets
 Discussion posting 3 (Brainstorming Topics)

Module 2, Awareness of Writing Practices and Habits

- June 2 Read pp. 1-9 in *PPW*
 Take Reading Check Quiz 1
 Read pp. 15-18 in *PPW*
 Discussion posting 4 and 5 (two of the three discussions for chapter 1)

Week 2, June 3-June 9

Module 2 continued

- June 4 Short writing: Writer's Notebook assignment on pp. 18-19
 Read pp. 19-34 in *PPW*
 Reading Check Quiz 2
 Discussion posting 6 and 7 (both discussions for chapter 2)
- June 6 Draft "Writer's Profile" in response to assignment on pp. 38-39

Module 3: Audience Analysis: Get to Know Your Classmates

- June 9 Discussion posting 8 (30 points): respond to each of your classmates' introduction postings

Week 3, June 10-June 16

Module 3 continued

- June 11 Discussion posting 9 (30 points): respond to any questions your classmates made on your introduction
 Audience Analysis

Module 4: Revising for a New Audience and Purpose

- June 13 Watch the 3 Bill Nye videos in Module 4
Take Reading Check Quiz 3
Discussion posting 10: Bill Nye Style & Persona Discussion
Short Writing: Planning document for Writer's Story
- June 16 Discussion posting 11: Respond to instructor's comments and questions in the Brainstorming Topics discussion

Week 4, June 17-23**Module 4 continued**

- June 18 Note that I've given you a little more time, since you had to wait for feedback from me. If you want, you can certainly work ahead at this point.
- June 20 Writer's Story due (posted in Writers' Stories discussion board, but this counts as a major writing project rather than a discussion posting)

Module 5: Researched Position Paper

- June 23 Discussion posting 12: Respond to your classmates' topics in the Brainstorming Topics discussion thread
Read pp. 237-248 in *PPW*
Take Reading Check Quiz 4

Week 5, June 24-30**Module 5 continued**

- June 25 Read the description of the researched position paper from Cleveland State as well as Dr. V's assignment for position paper
Discussion posting 13: Post a question or take-away about the Researched Position Paper Assignment
Discussion posting 14: Post a question or take-away about the sample position papers
Short Writing: Write a plan for researching and writing your Position Paper
- June 27 Discussion posting 15: Respond to two classmates' postings about the sample position papers
Review Dr. V's feedback on your plan for the Position Paper; ask questions if you have them and begin researching and drafting the Position Paper
- June 29 Post a draft of the Position Paper.

Week 6, July 1-7

Module 5 continued

July 2 Review Dr. V's feedback on the draft of your Position Paper.

July 5 Post your revised Position Paper (saved as a PDF)

Module 6: Personal Narrative

July 7 Read "Corn Maze," "What Happens When You Drown," and "How to Sleep in an Airport"
Take Reading Check Quiz 5
Discussion posting 16: Participate in discussion thread for the personal narratives

Week 7, July 8-14

Module 6 Continued

July 9 Post a planning document for your own personal narrative. Dr. V. will respond by July 10.

July 11 Post your personal narrative (saved as a PDF) in the discussion board.

Module 7: Final Portfolio

July 14 Discussion postings 17 (20 points): Post replies to four of the writers' stories,
Discussion posting 18 (40 points): Post replies to half of the position papers
Discussion posting 19 (40 points): Post replies to half of the personal narratives
Watch video on concision

Week 8, July 15-20

Tue. July 16 Review your classmates' postings on your writer's story, position paper, and personal narrative
Review Dr. V's comments on your writer's story, position paper, and personal narrative
Consult with Dr. V. if you want feedback as you plan your revisions

Sat. July 20 Final portfolio containing revisions of writer's story, position paper, and personal narrative along with final reflection due