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ENG 3001-601: Advanced Composition

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English 3001 – Advanced Composition

Writing in the Professional Workplace

Summer, 2022

Professor

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Faculty page: <https://www.eiu.edu/english/faculty.php?id=tdengles>

Schedule an appointment whenever you like here: <https://calendly.com/timengles/30min>

Books (EIU's Textbook Rental Service)

Business and Professional Writing: A Basic Guide (MacRae)

Limbo: Blue-Collar Roots, White-Collar Dreams (Lubrano)

Writing Without Bullshit: Boost Your Career by Saying What You Mean (Bernoff)

Working While Black: The Black Person's Guide to Success in the White Workplace,
2nd Edition (Johnson)

COURSE POLICIES AND PROCEDURES

*Read the following sections carefully!
You are responsible for everything written here.*

Description and Goals

This course is designed to improve your writing skills as you gather your forces toward a career, likely one based on your current major. As a college graduate, you will probably work in a professional, “white-collar” environment. Your future will require a surprising amount of writing, and the quality of your writing will definitely affect how supervisors and coworkers perceive you. In addition to getting your writing skills up to speed for a professional audience, this course will help you anticipate and deal with some of the key features of your future workplace, including those related to gender, class and race.

Because we are a smaller group than those in most EIU courses, your individual writing problems will receive close attention, both from me and from your peers. For some

assignments you will be assigned a peer review partner, and you must be a responsible, dependable email partner with this classmate. Also, because we will be squeezing an entire semester's work into a short-session summer course, we'll be working quickly—be ready to stay on top of various readings, viewings, quizzes and writings.

For the record, here is EIU's Undergraduate Catalog description of our course:

ENG 3001 - Advanced Composition

Advanced study and practice of writing in public, professional, and discipline-specific genres. This course is open to all EIU students, but the online version of ENG 3001 is restricted to off-campus students in the Fall and Spring semesters and open to all EIU students in the Summer. WC [Writing Centered]

Prerequisites & Notes: "C" or better in ENG 1001G/1091G and ENG 1002G/1092G.

Learning Objectives

Our course will be divided into weekly Modules, and the following objectives apply to all of them. More specifically, our learning goals include the refinement of skills in the following areas:

- ✓ **Clean, smart prose:** improve your ability to write clear, concise, and meaningful sentences; to compose organized, well-developed paragraphs; and to identify and address recurring grammatical or mechanical problems specific to your own writing. We will discuss why a grammatically correct, clear, efficient style is key to your success in college and in professional life. You will also be encouraged to push yourself toward new realizations while writing—while good writing includes having something significant to say, it also involves discovering new thoughts and insights that may not have arisen if you had not started writing them down.
- ✓ **Professional life:** learn about some of the more subtle aspects of how people interact and collaborate in professional workplaces. We will study significant factors that influence success in professional life, including such matters as race, class, and gender.
- ✓ **Critical reading:** improve your ability to read critically by questioning and evaluating what you read. Understanding the distinction between "opinion" and "reasoned argument" depends on your mastery of critical reading skills, which will enable you to discern and emulate the successful argumentative strategies of other writers. The better reader you are, the better writer you can be. In order to be a better reader, you have to participate in what you are reading, actively

deciphering the argument in all its parts, rather than passively absorbing strings of words. Regular quizzes will help to boost your skills in this area.

- ✓ **Minding your p's and q's:** get better at avoiding misused words, missing commas, lack of subject/verb agreement, missing apostrophes and quotation marks, poorly incorporated quotations, misused semicolons . . . remember those bugaboos? Students sometimes complain that instructors grade such “minor” mistakes too heavily. However, they’re not minor! “Advanced Composition” is meant to get your writing skills up to speed for professional life, so we will focus carefully on some especially common ones. *All of you are sure to write regularly during your careers*, and errors that students often consider “minor” actually stand out in professional life—they look sloppy and careless, and even worse, they can make *you* look sloppy and careless. I will work with you to find and eliminate your own habitual errors, and our course will include workshops and brief grammar lessons on the most common errors in advanced student writing.
- ✓ **Collaborative learning:** improve your ability to learn from others and to teach them about your own thinking, as well as what you know about writing. As in most professional settings, much of your success in this course will depend on the combined processes of producing several drafts of your writing and working with others, via peer critiques. You will also practice offering thorough, constructive commentary on the writing of your peers, a process that will in turn improve your own writing skills.

Attendance Policy, Class Participation & The Pace of Our Work

To some extent, you will be able to work at your own pace in this online course, but since we’re condensing an entire semester into just four weeks, it’s going to be a fast pace. You will need to meet various due dates, including for work assignments with classmates, which will include posting by due dates in Discussion Forums and conducting peer review via email with a classmate on each other’s writings. Regarding “attendance,” I can tell who is posting regularly in Discussion Forums **and** who is regularly reading classmates’ posts. Your participation in these and other ways will constitute a major portion of your final grade. Finally, participating well in our Forums is also important, beyond just participating regularly; see below for a rubric that explains how to do so.

Grades, Assignments & Due Dates

Unless otherwise indicated, I promise to grade assignments within three days of their due date. All grades are on a 100-point scale (90-100 = A, 80-89 += B, etc.), and your final grade will work in the following way.

- 15% Essay on the writing that you will likely do in your future career
- 20% An example of public writing that you could do in the future regarding the effects of gender, class or race in your future career
- 10% Peer critique of a classmate's writings and self-review of your own
- 5% Final Project draft self-critique
- 20% Final Project: sample job-seeking documents
- 20% Quizzes & Class Participation
- 10% Final major quiz/mini exam (on the content of our daily grammar lessons and two writing workshops)

Class Participation includes not only the writing of your own Forum posts, but also the reading of significant numbers of posts by classmates, the reading of my comments on your graded writings, and the complete viewing of each of my recorded presentations and our other videos (remember, I have background ways of seeing whether you regularly do each of these activities).

Late assignments will be penalized fifteen points for each day they are late, beginning one hour after the time that they are due. All assignments are due by 11:59 pm on their due date.

Academic Integrity

We will work under the Academic Integrity policy followed by all Eastern Illinois University students. Plagiarism and cheating are not tolerated, and the consequences are severe. For any concerns you might have in this area, see EIU's [Code of Conduct](#). If you have specific questions about whether any particular method you want to use might violate this code, be sure to ask me about it.

General Grading Rubric

We will assess a sample student essay along with the rubric specifically used for grading English course assignments—more on that rubric soon.

More generally, your assignments in this course will be graded in the following terms; see below for another rubric on class participation:

- ✓ **A grade of A** indicates work that is truly outstanding in every way. In addition to completely and promptly following the guidelines for the assignment, work that receives an A grade provides a depth of analysis that adds substantive insight to the conversation surrounding the writing's topics and issues. This level of work engages deeply with the themes, issues and ideas involved in a particular text and often links those themes, issues and ideas to the larger ones reflected in our overall course. In this way, such work helps all who read it understand the topics and issues better and more deeply. A-level work is rare, and it should be noted

that merely writing MORE than what was assigned does not necessarily merit a grade of A.

- ✓ **A grade of B** indicates that, in addition to completing the assignment on time and completely, you have provided a depth of insight and analysis that shows that you have thought deeply about the assignment and its implications, that you have engaged actively with the topic at hand, have thought carefully about it, and that this thought is reflected in clear, cogent and insightful writing. In other words, B-level work does more than simply complete the assignment; it engages deeply with the assignment. Again, it should be noted that merely writing MORE than what was assigned does not necessarily merit a grade of B.
- ✓ **A grade of C** indicates that you have completed the assignment as required in an adequate, satisfactory and punctual manner. All necessary components of the assignment are present and completed according to what was required. The writing is clear and grammatically correct. In other words, merely doing the assignment adequately and on time will earn you a grade of C.
- ✓ **A grade of D** indicates that the work does not meet the requirements of the assignment in some major respect(s). Although parts of the assignment may be satisfactory, an assignment that merits a D is incomplete or does not otherwise adequately address the requirements of the assignment. In other words, work might be given a D if it does not engage adequately with the assigned topics and issues. Note that a grade of D may be given to work that partially completes the assignment, but is incomplete.
- ✓ **A grade of F** indicates that the assignment is either extremely incomplete or that it does nothing to engage with the assigned topic.

About Our Discussion Forums

Since we will not meet as a group, our Discussion Forums will be an extremely important way for us to discuss our course materials together. Notice above that class participation is a large part of your final grade; below is a rubric that I will use for grading your participation. I will not assign a grade to each of your posts, but I will be closely watching our Discussion Forums, and participating in them.

Be aware that just as listening to others in an in-person classroom is important, so too is reading posts by other students. D2L allows me to see how often you do so (just as it allows me to see whether you watch the Recorded Presentations), and I can also tell when a student hastily dips in and out of Forums, merely dropping in their own posts and merely doing the minimal number of required replies to others. On the other hand, don't write overly long posts; do write enough to get your well-supported points across, but also be aware that writing a *lot* will mean that your post will largely go unread.

Discussion Forum Grading Rubric

Criteria	Grade: A	B	C	D
<i>Response to Prompt</i>	Brought new, well-supported understanding to discussion of the prompt's topic	Good response but could have been more clearly connected to prompt	Attempted adequate response but may have missed main idea or wandered too far from topic	Post(s) not made at all, or not at all connected to topic
<i>Replies to other students (when required)</i>	Clear, direct and detailed engagement with other students; specific references to others' ideas; reads most posts by others	Engaged with other students but could have been more specific or original	Engagement with other students minimal, very brief, or vague; reads very few posts by others beyond those replied to	Missing or extremely weak replies; doesn't read posts by others
<i>Language</i>	Proper use of clear, mostly error-free language; appropriately professional communication	Language could have been clearer or more polished at some points	Communication is weak, unclear, or highly inappropriate in an academic setting	Breaking of basic rules of appropriate communication in an academic environment OR post was not made
<i>Evidence</i>	Clear connections made to specific course issues and topics, with solid supporting evidence	Some good evidence, but lacking in examples and specificity	Little supporting evidence presented	Misunderstood nature of evidence or lacked evidence entirely
<i>Timeliness</i>	Post and any required replies met deadlines	One deadline or one component may have been missed	Deadlines were missed or did not include all requirements	Post(s) extremely late (if missed entirely: F)

A Note About Reading

Since one skill you will be developing in this course is the art of textual analysis, you must give our readings and viewings more than a quick skimming over. Instead of wolfing them down and rushing to complete them, set aside enough time on a regular basis to read and view carefully. Consider taking notes as you read, and then decide for yourself what each author is trying to describe and bring to light. In an online course, especially our condensed, fast-paced summer version, you are also responsible for pacing yourself as you read throughout the semester. You should establish your own schedule that allows you complete reading (and other) assignments on time.

For Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the [Office of Student Disability Services](#) (581-6583) as soon as possible. Also, of course, let me know about it and about what I can do to help accommodate your needs.

A Note About Email

Enrollment in this class requires use of your EIU email account, and you must check it frequently for messages pertaining to the course (that is, every day). You should also watch for emails from me **and** for News items on our course's front page. Email is the quickest, easiest way to reach me, and I welcome any and all emailed questions—I always respond within 24 hours, and usually much sooner: tdengles@eiu.edu

Technical Support

As noted above, students in this course should already have taken the D2L Student Orientation. For technical support with D2L, you can contact the ITS Help Desk at 217-581-4357 or itshelp@eiu.edu or CATS Training Services for Students at 217-581-8358.

English 3001 – Master List

Assignments and Due Dates

Summer, 2022

*For those who would like to look ahead, this is an abbreviated list of our assignments and due dates. Our course will be divided into weekly Modules, each of which will provide a full description of activities and **graded assignments**; the latter **appear in bold print**. Unless otherwise noted, the deadline on any given day is 11:59 pm.*

Note that T means Tuesday and R means Thursday. Note also that the following dates and assignments are subject to change; I will announce any changes well in advance.

Introductions & Module 1 (Monday, 5/16 – Friday, 5/20)

Throughout the week: Grammar Lessons 1-5

M (5/16) Watch introductory presentation on Dr. Engles and some of our course themes

T (5/17) Dropbox Submission: "Regarding Your Online Readiness"

T (5/17) and W (5/18) Discussion Forum: "Introductions" (to each other)

T (5/17) Readings and presentation on Emailing Like a Professional

W (5/18) Review Essay Guidelines and watch presentation about them

W (5/18) Readings on Writing Reports and Letters Like a Professional

R (5/19) Reading on Producing Professional Prose

R (5/19) Discussion Forum: "Professional Writing that You Will Do"

F (5/20) Writing Workshop: The Key Elements of a Solid Essay

F (5/20) Reading Quiz. Opens Thursday, 12:00 am, closes Friday, 11:59 pm. *Note that our quizzes will be available for 48 hours*

Module 2 (5/23 – 5/27)

Grammar Lessons 6-10

M (5/23) Discussion Forum: Grading a Sample Essay

T (5/24) Writing Workshop: Getting Commas Right

W (5/25) Email rough draft to partner by 5 pm

R (5/26) Email peer review form to partner and Dr. Engles by 5 pm

R (5/26) Quiz on Commas due by midnight

R (5/26) Workplace Writing Essay due by midnight

F (5/27) Readings on Gender in the Professional Workplace

F (5/27) Quiz due by midnight

Module 3 (5/31 – 6/3)

Grammar Lessons 11-14

M (5/30) Memorial Day

T (5/31) and W (6/1) Discussion Forum: Gender in Professional Life

T (5/31) Reading on Class in the Professional Workplace

W (6/1) Reading on Race in the Professional Workplace

W (6/1) and R (6/2) Discussion Forum: Class and Race in Professional Life

W (6/1) Review Public Writing Project Guidelines and watch presentation about them

F (6/3) Review Final Project Guidelines

F (6/3) Reading Quiz

Module 4 (6/6 – 6/10)

Grammar Lessons 15-17

M (6/6) Public Writing Project due by midnight

M (6/6) Watch presentation about Final Project

T (6/7) Writing Workshop: Eliminating Unnecessary Passive Voice

W (6/8) Readings on job application documents

R (6/9) Email Completed Final Project Self-review to Dr. Engles

R (6/9) Discussion Forum: Resumes and Cover Letters: Tips and Tricks

R (6/9) Watch presentation on Final Quiz/Mini Exam

F (6/10) Final Quiz/Mini Exam Due by midnight

F (6/10) Final Project Due by midnight

Request: Please remember to fill out the quick course evaluation!

I hope the rest of the summer is completely excellent for all of you!!