

Summer 6-15-2008

ENG 3001-735: Advanced Composition

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Recommended Citation

Vietto, Angela, "ENG 3001-735: Advanced Composition" (2008). *Summer 2008*. 19.
http://thekeep.eiu.edu/english_syllabi_summer2008/19

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3001-735
Norris City

English 3001: Advanced Composition

Summer 2008 – Norris City

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Online class resources: <http://www.ux1.eiu.edu/~arvietto/3001.html>

Overview

In this section of English 3001, we will practice and discuss some of the principles of expository writing that go beyond those normally covered in freshman composition. Because ours is a weekend course, we will structure our three weekends around the three major stages of the writing process: planning and drafting, revising and editing, and publication and response.

Attendance

Even if you have *already* emailed me regarding missing a portion of a weekend, please talk with me at our first break about any planned absences.

Disability Information

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

Electronic Writing Portfolio

This is a writing-intensive course, so you may submit a paper from this course for your second-year or third-year Electronic Writing Portfolio submission. It is my understanding that all of you will need to make a submission from this class. The EWP submission process is changing in FA08.

We will discuss as a class whether you want to make the submissions over the summer or in the fall; once we determine which is your preference, I will ask everyone in the class to make a submission at the same time. I strongly recommend you use the Research Synthesis as the document you submit.

A link to the EWP page is provided on the class web resources page.

<i>Projects and Grading</i>		<i>Final Grading Scale</i>	
Research Synthesis	250 points	920-1000	A
Grant Proposal	250 points	840-919	B
Personal Essay	250 points	760-839	C
Short Writing Assignments	100 points	680-759	D
Peer Reviews/Group Tasks	150 points	679-0	F

The English Department's 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 original work’ (Random House Dictionary of the English Language)—has the right and the 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 Judicial Affairs Office.”

Schedule

F June 13 – S June 14: PLANNING AND DRAFTING

- Introductions.
- Prior knowledge, prior experience, preconceptions, misconceptions.
- Ethos.
- *Research Synthesis*: Generate topics. Generate research questions.
- *Personal Essay*: Read samples. Discuss purpose and method. Freewriting.
- *Grant Proposal*: Discuss assignment. Brainstorm.

F June 27-S June 28: REVISING AND EDITING

- Style exercises.
- *Research Synthesis*: Peer review.
- *Personal Essay*: Peer review.
- *Grant proposal*: Peer review.
- Individual conferences.

F July 11-S July 12: PUBLICATION AND RESPONSE

- *Research Synthesis*: Group reading; construction of briefing web page; briefing and discussion.
- *Personal Essay*: Group reading and review.
- *Grant proposal*: Peer vetting.
- Final short writing assignment.

Research Synthesis

Final product: A 5-6 page report synthesizing information from recent *scholarly* publications on a topic in your field of study, using APA citation style and including a list of works cited in APA style.

Think of this as a briefing document designed to help other members of the class get up to speed on a topic of interest to special educators. Your goal is to provide information beyond the basics, and bringing the reader up to the most current information on the topic.

Generating topics: We'll work on this together in class.

Planning before conducting research: Rather than simply summarizing whatever you find, you should begin your research with an agenda: a set of questions you have about your topic or issues on which you hope to find practical advice. We'll work on this in class as well.

Research: Use the EBSCO Professional Development Collection database to find journal articles related to your topic. If you can answer all your research questions using these articles, there's no need to search further. If you do need to search further, however, you should look for *scholarly* articles—and consult me if you need help. Please do *not* use Wikipedia or other encyclopedias, for reasons we will discuss in class.

Organization: The goal here is to *synthesize*, which means your report should NOT be a series of summaries of articles. And please do not organize around a question-and-answer pattern, either. Rather, you will have to decide what information would be useful to your readers, choose the best organization, and then pull together information from different sources to treat each topic. Be sure to include a topic sentence in each paragraph and to make smooth, coherent transitions from one paragraph to the next.

Handling Sources: In general, you should paraphrase rather than quote from your sources. Quote when absolutely necessary, of course—don't copy material directly without putting it in quotation marks. Remember that paraphrase requires citation just as quotation does. For help with APA style, see the documents linked to from the class web site (from Purdue University's Writing Center).

Grant Proposal

Crash Course in Grant Proposal Writing

1. Be sure you are eligible for the grant before proceeding.
2. Read the CFP (Call for Proposals) VERY CAREFULLY. Be sure you understand
 - a. What kinds of activities the granting agency is most interested in funding
 - b. What kinds of activities are allowed
 - c. What kinds of activities are not allowed
 - d. What other restrictions are placed on applicants

Making a single mistake in understanding the above items can often mean your grant is not funded.

3. In writing the grant proposal, be sure you
 - a. Clearly identify yourself (or your school or agency) as eligible according to all criteria
 - b. Answer all questions specified by the CFP
 - c. Include all elements specified by the CFP (for example, budget, schedule, etc.)
 - d. Describe the proposed project in sufficient detail that reviewers can understand exactly what you plan to do
 - e. Make a persuasive case demonstrating that your proposal matches the granting agency's priorities (2a above)
 - f. Adhere strictly to any length restrictions or any other format requirements in the CFP
 - g. Use correct, standard English and write clearly and concisely

Our Assignment and Ground Rules

Attached is a CFP which is partly real and partly fictional. Your job is to write a proposal that you think would have a good chance of being funded. For the purposes of this assignment, your proposal can be either real or fictional, but it must be within the realm of possibility, and facts and costs must be verified wherever possible. (If, for example, you specify that a college course will be taken at Southern Illinois University, you should use correct, current tuition data from SIU in your budget.)

DO NOT PUT YOUR NAME ON THIS ASSIGNMENT. Instead, at the top of the first page, type this code:

Deadlines

Saturday June 28: Draft due in class

Saturday July 12: Final draft due for vetting in class. Proposals deemed ineligible for funding will be penalized 50 points. Proposals deemed worthy of funding will receive 20 bonus points.

Special Education: Program Improvement

Fund Code: 249

Purpose:

The purpose of this federal grant program is to fund professional development activities that will increase the capacity of personnel in approved private special education schools and programs in meeting the diverse needs of their students.

Priorities:

The priorities of this grant program are to advance the academic content, instruction, and/or curriculum development skills of educators, parents, and paraprofessionals involved with students receiving special education, through professional development activities. These professional development activities should:

- be an integral part of a broad schoolwide educational improvement plan;
- be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- not be one-day, short-term workshops or conferences.

All program activities must address one or more of the following topics and be designed to advance the skills of individuals who work with students with disabilities.

- 1 Transition
- 2 Positive Behavior Interventions and Supports
- 3 Reading Instruction
- 4 Induction/Mentoring

Eligibility:

Only approved schools and programs may be awarded funds under this grant. Agencies with multiple approved schools/programs may submit a proposal from any additional individually approved program that has an enrollment greater than 35 students.

Funding:

Approximately \$350,000 is available for this program. Award amounts will be based upon the total number of *publicly funded* special education students enrolled on October 1, 2004, which is consistent with the date on which the Massachusetts Public Student Enrollment count is based.

The amount of funds for which each school/program may apply is indicated below.

Grant Allocation Figures

Total Number of Publicly Funded Special Education Students:	Grant Allotment:
1-4	\$1,500
5-24	\$2,000
25 - 149	\$3,000
150 +	\$4,000

Fund Use:

The following are allowable costs:

- stipends;
- tuition costs for college/university courses;
- conference registration costs;
- supplies, materials, and books specifically for training purposes and professional development;
- printing and reproduction of training materials;
- consultant fees;
- substitutes; and
- in- and out-of-state travel - 10% of total grant award or \$2,000, whichever is greater.

Funds may not be used for:

- computer hardware or software;
- indirect costs;
- staff salaries and/or fringe benefits;
- direct services or materials for students; or
- instructional activities not related directly to academic content, instruction, and/or curriculum development.

Project Duration:

9/1/2008 - 8/31/2009

**Instructions for Preparing a Proposal for Special Education Program
Improvement Fund 249 Grants**

1. Proposals must be no longer than 5 double-spaced pages, with no cover sheet.
2. The first page of the proposal must identify the school and its city and county, name and contact information of the principal, and number of special education students attending the school as of October 1, 2004.
3. The proposal must include the following sections:
 - a. A narrative describing the proposed activities and identifying which of the four eligible topics will be addressed by the activities
 - b. A detailed budget. If the total cost of the proposed activities exceeds the allotment available based on enrollment, an explanation of how the difference will be funded must be appended to the budget.
 - c. A schedule of activities that falls within the project duration dates.

Personal Essay

Final product: A 6-7 page essay that either recounts a specific event in your life that you think is of interest to others or speculates on a topic of general interest that you have some personal experience with, relying upon your personal experience.

Techniques and Style: Especially if you are focusing on a specific event, you might choose to use dialogue and other techniques often used in fiction writing. Whether you use dialogue or not, you should feel free to experiment with style and organization. A personal essay should be entertaining or emotionally engaging or both, as well as possibly thoughtful and intellectually stimulating.

Audience: Everyone in this class is your audience. Please don't write about anything you won't feel comfortable sharing with all of us.