

Spring 1-15-2015

ENG 3001-001: Advanced Composition

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English 3001 -- 001: Advanced Composition
Spring 2015
John David Moore
Classroom: CH 3120
Time: TR 8:00-9:15
Office: CH 3771
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Texts: Diane Hacker, *A Pocket Style Manual*, 6th edition.

EIU Learning Goals

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Course Objectives, Design, and Method: This course seeks to develop the kinds of research skills and writing techniques utilized by professional writers in general and professional writers within your academic field in particular. The course is designed to focus both on independent research writing and on group production/creation. For success in this course you must be willing to work on your own and in collaboration with other students without constant teacher intervention. You will largely be working on your own and with an assigned writing group. In the course of the semester you should learn

1) how to give and receive constructive criticism to improve your writing, 2) how to work independently and collaboratively in order to meet a deadline, 3) how to employ research processes effectively, and 4) how to revise to improve the effectiveness of your writing. During the term you will be expected to:

1. plan two research projects, the first of which will be an independent effort based on your interests in your field of study, and the second of which will be a group project exploring a topic of shared interest in your writing group. Both projects will require preliminary essays in the form of detailed project proposals;
2. meet at least once a week with your writing group out of class and keep in touch with your group by e-mail for the purpose of gathering peer response on the first project and for the general purpose of collaboration on the second, group project;

3. join your writing group in presenting your progress and soliciting critical feedback from the whole class during those alternate weeks when we will not be meeting in an ETIC (English Technology Integrated Classroom).
4. present with your writing group one class workshop on some particular aspect of writing or research. (Topics to be announced). This workshop must involve more than a brainless power-point presentation and should involve class participation by way of assignments or exercises;
5. keep and make available to me via E-mail as it develops, a record of the evolution of both projects – drafts, brainstorming sheets, peer responses, e-mail exchanges, minutes of group meetings etc. – anything that depicts the process the project has gone through on its way to completion;
6. turn in two 1750-2500 word researched pieces of writing (seven to ten double-spaced typed pages), one on **Tuesday, Mar. 10**, and one on **Thursday, Ap. 30**, the last class day, and with your writing group briefly to present your final group project to the class on that day.

If you think that you cannot meet these requirements, or if you prefer an advanced composition class designed with no emphasis on collaborative, you should consider taking English 3001 at another time or with another instructor.

Policies: English 1002C is a prerequisite of this course.

This section of English 3001 is scheduled to meet every other week in an ETIC (3120). The weeks when we meet in 3120 will be devoted to working on the computers alone and with your writing groups. I will be keeping in touch with you and your groups on e-mail.

I will be reading and responding to your work regularly, but I will not collect major work for grading until **Feb. 5**. You will, however, gain some idea of your grade level prior to this date from the nature of my responses to your work on the various stages of the research project and from grades for any workshop presentations given before the due date of the first project.

You must come to class on the days we are scheduled in CH 3130 prepared with your writing group **to show your work in some form**, to ask questions about your project, to try out ideas, to discuss research problems and writing problems. During the stages of the first research project, you should be prepared to comment on the work of others in your writing group. Groups should arrange to get together once a week on their own to prepare for presentations and discussion by responding constructively to each group member's work. You are in LARGE part responsible for what we discuss during our meetings in CH3130, and your performance during these presentation/discussions will count in my evaluation of your work at mid-term and term end.

I don't mind if you use the paper(s) you write for this course to fulfill other course requirements, but I suggest you inform me and the other instructor that you plan to do so.

Attendance is mandatory. **If you have more than four (4) unexcused absences from class this semester, your course grade will drop a full letter grade.** It is your responsibility to provide acceptable and prompt documentation of emergencies within one week of your return to class. If you know you will not attend, let me know before class.

Final papers must be turned in on time. No exceptions.

All drafts must be typed and/or accessible o E-Mail Attachment.

Please make copies for your own use of all the material that you turn in to me. Remember to make backup copies of all electronic material and when working in the ETIC, to save to your disk as well as to the work folder on the hard drive.

You may use the style of documentation appropriate for your field of study when the topic and the audience you decide to write for merits this style.

Grades: There is no final examination for this course. Your course grade will be averaged from grades in the following seven areas, each of which will count equally: 1) independent writing project proposal, 2) independent writing project. 3) group research writing project proposal, 4) group writing project, 5) individual contribution to group project, 6) group workshop presentation, 7) group meeting minutes. The final grade may be adjusted up or down on the basis of your attendance, participation, and progress. Equitable grading of collaborative projects will be discussed and, in part, decided upon by writing groups.

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 original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course."

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

Tentative Schedule

Week 1 1/13-1/15	3130. Introductions. In-class writing. E-mail accounts a Setting up writing groups and meeting times. Paper proposal formats. Assignment of group workshop topics and dates. Presentation of topic ideas. Researching topic ideas.
Week 2 1/20-1/22	ETIC 3120. Group discussion and presentation of topic ideas. Paper Proposal Drafts Due. (1/22)
Week 3 1/27-1/29	3130 Draft revision. Group work. E-mail minutes/updates.
Week 4 2/3-2/5	ETIC 3120. Work on paper proposals. Paper Proposals Due by e mail no later than 2/5
WEEK 5 2/10-2/12	3130. Group Workshop: Finding Sources and Evaluating Reliability (2/12) Work on drafts.
WEEK 6 2/17-2/19	ETIC 3120. Group presentation and discussion. Full Drafts Due. (2/19)
WEEK 7 2/24-2/26	3130. Work on draft revision.
WEEK 8 3/3-3/5	ETIC 3120. Group Workshop: Creative Introductions/Opening Paragraphs (3/3) Group presentation & critique. Group Workshop: Using Sources; Citation and Documentation (3/5)
WEEK 9 3/10-3/12	3130. <u>First Project Due. (3/10)</u> Introduction to collaborative writing. Discussion and critique of topic ideas.
Spring Break	
WEEK 10 3/24-3/26	ETIC 3120. Presentation and discussion of topic proposals. Work on proposal drafts.
WEEK 11 3/31-4/2	3130. Group Workshop: Crafting Better Sentences (4/2) Proposal drafts, timetables, and “team” assignments due. (3/31)

- WEEK 12**
4/7-4/9 **ETIC 3120.** Group presentation and critique.
Revised proposals due. (4/9)
- WEEK 13**
4/16 (4/14) **3130. Group Workshop: Avoiding and Revising Wordiness** 4/14-
Group Workshop: The Wonderful World of Punctuation (4/16)
Group work on drafts.
- WEEK 14**
4/21-4/23 **ETIC 3120. Project Drafts Due. (4/21)**
Group presentation and critique.
- WEEK 15**
4/28
4/30 **3130.** Group revision work.

Last class day. **FINAL PROJECT DUE.** Brief group presentations.

Paper Topic Proposals

The paper topic proposals due on 2/5 and on 4/9 should be carefully written essays in two parts. In the first part, describe as clearly as you can your research topic. You should have narrowed your topic to a manageable level of specificity by this time, and I will expect your opening statement to demonstrate both your early background reading and careful thinking about the topic. Please take the time to develop your ideas in as much detail as possible at this point in your search. Define specialized terms. Direct your proposal to a general audience outside your specific field of study -- perhaps this will be me and/or the people in your writing group. Provide necessary background information. Correctly cite authorities and/or sources you have used to develop your thinking on the topic and describe the sort of research materials you see yourself working with in order to complete this project. At some point in this section of the proposal, formulate your topic as a series of open-ended questions that you hope to answer during the course of your research project.

In the second section of the proposal, explain your personal connection to the topic. How will finding out answers to your questions benefit you? How will they benefit someone else -- your audience? Again, demonstrate that you have given the issues involved careful consideration.

Remember as you work on this proposal that you are at an early stage of your research project and that your thinking about the topic should change as you progress. Don't use this proposal as a platform for preconceived notions; write in as objective a tone as you can assume; be prepared to revise your position/thinking on the subject as your project progresses and you

become more informed.

NOTE: The proposal for the collaborative project will basically follow the same guidelines but with further sections about the logistics of work assignments and timetables added at the time of that assignment. The collaborative project proposal should clearly describe the division of labor involved – who will be responsible for what. It should also establish a tentative timetable so that group members can be held to the completion of the steps of the project by reasonable dates.

Throughout the evolution of both projects, writing groups will be responsible for turning in weekly minutes of group meetings. These should be sent to me by E mail ASAP after each meeting. Group meetings should open with progress reports which will be incorporated into the minutes. The idea here is to keep an accurate and detailed record of the process involved in the creation of the written pieces – individual and collaborative – that you will turn in the course of the semester. When it comes to the collaborative project, this record will also help provide an idea of whether or not all group members are pulling their weight in the labor. At semester's end, slackers will be subjected to long and painful public embarrassment.