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ENG 3001-600: Advanced Composition

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ENG 3001-600: Advanced Composition (Online, 3.0 Credit Hours)

Professor: Dr. Donna Binns

Virtual Office Hours through Zoom: TR 5:00 pm—6:00 pm; Mondays 5:00 p.m.—7:00 pm by appointment

E-mail: djbinns@eiu.edu

English Department Phone Number: 217-581-2428

Course Description: ENG 3001: Advanced Composition centers on advanced applications of the principles of writing analyses and arguments. This course offers opportunities to explore a variety of research sources and genres of writing. Attention will be given to analyzing writing situations, including the purpose for writing, assumed audiences, and appropriate styles and tones. Active participation in online class activities is required. In addition to major writing projects, homework assignments will consist of analytic reading responses or pieces of writing that contribute to larger writing projects-in-progress. This course will have class and group discussions online during which students will discuss their responses to readings, collaborate on exercises, or provide feedback on strategies and plans for major writing assignments. Students will also evaluate and provide feedback on one another's writing as part of peer response groups.

Course Objectives (Connections to University Learning Objectives in Parentheses):

- Understand writing as a process that includes critical reading, research, evaluation of sources, synthesis, drafting, feedback, revision, and editing (writing and critical reading; critical thinking).
- Develop an analytic and reflective understanding of rhetorical context, purpose, and audience (writing and critical reading; critical thinking; speaking and listening).
- Develop strategies for reading and producing texts in a variety of modes, media and genre, with a particular focus on argumentation and its function in specific fields or disciplines (writing and critical reading; speaking and listening).
- Analyze the content and features of discipline-specific genre and scholarship (writing and critical reading; critical thinking).
- Understand the purposes and correct application of discipline-specific citation systems; integrate and document sources of ideas and information (writing and critical reading).
- Explore and consider a variety of perspectives on a topic in a field of interest. Establish and defend an argument (writing and critical reading; critical thinking).
- Share writing and give/receive feedback with classmates. Read carefully and critically, both your writing and the writing of others (writing and critical reading).
- Apply knowledge and skills to new and changing contexts within and beyond the classroom (responsible citizenship).

Required Texts and Materials:

Devitt, Amy, Mary Jo Reiff, and Anis Bawarshi. *Scenes of Writing: Strategies for Composing with Genres*. New York: Pearson, 2004.

Schick, Kurt and Linda Schubert. *So What? The Writer's Argument*. New York: Oxford University Press, 2014.

Active EIU e-mail account and Internet access to EIU's D2L Online Course Delivery System
Microsoft Word for Word Processing (Now available for free to EIU students with Panthermail).

Course Requirements: Reading: Keep up with reading assignments. You should complete them by the day they are listed on the course calendar. Set aside enough time to read, analyze, think about, and re-read if needed, each assignment. Read all sections of the assigned material, including sample articles. Look up unfamiliar words. Prepare yourself to contribute to online class discussions and/or activities. The writing assignments serve, in part, as your opportunity to show what you have learned from assigned chapters and discussions. **Make certain that you read the “News” messages from Dr. Binns.** They may include reminders for upcoming assignments, schedule changes, if needed, and/or other class news.

Writing: Students must complete all major writing assignments (Genre Analysis, Proposal Argument, Source-based Argument Essay, Visual Argument & Self-analysis, and the Final Project) to be eligible to pass this course. Shorter online discussion posts will fall under the Daily Work & Participation category. Dr. Binns will use the ENG 3001 Essay Rubric for all major writing assignments except for the Visual Argument & Self-analysis Project, which has its own rubric. Writing assignments and projects must be turned in to the corresponding "Dropbox" folder located under "Assessment" in D2L by the assigned date and time (see late work policy for more information).

Daily Work & Participation: There will be a substantial amount of online daily work through D2L (such as peer response as well as class and group online discussion posts) during the semester. Sometimes, discussion posts will require an initial post with later responses to posts by other classmates. Read the directions for each discussion post closely so that you don't miss any aspects of the assignment. Dr. Binns will assign peer responses. More details for each discussion topic, such as specific discussion questions, will be posted with instructions from Dr. Binns on the Discussion Board prior to the discussion thread. Dr. Binns will provide grades for discussion posts using the ENG 3001 Discussion Online Discussion Rubric for class and group discussions and the ENG 3001 Online Peer Response Rubric for required essay peer responses. Students must follow the EIU Netiquette guidelines that are posted under "Content" in D2L.

Course Grade: Penalties for excessive absences will be deducted as described in the “Attendance” section. Late work will be penalized as described in the “Late Work” section. Otherwise, your final course grade will be determined by the following:

Daily Work & Participation	20%
Genre Analysis Essay (5-7 Pages)	15%
Proposal Argument (5-7 Pages)	15%
Source-based Argument Essay (5-7 Pages)	15%
Visual Argument & Self-Analysis Essay (2-3 Pages)	15%
Final Revised Essay (Varies) & Self-Reflection (2-3 Pages)	20%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Late Work: Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late. Computer problems are not an excuse for turning in late work, so make certain you have a back-up plan if your computer experiences issues. Also,

make certain that you save your work in more than one way (i.e. computer hard drive and a usb-compatible drive). Even as you draft, save your work often.

Plagiarism: 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.

In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one's 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 assignment of the grade of F for the assigned essay and a grade of F for the course."

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment. If you do not live in the Charleston, IL, area, you may contact them by phone.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text 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.

Contacting Dr. Binns: You may contact Dr. Binns through e-mail (djbinns@eiu.edu), arrange an appointment, or stop by during her regular office hours. **E-mail Dr. Binns directly through Panthermail rather than trying to e-mail through D2L.** Dr. Binns will contact students through their officially provided EIU e-mail addresses in Panthermail. Online conferences can be arranged through Zoom (optional).

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend.

When you send an email, follow the guidelines below. Emails should...

- Have a clear and concise subject line that provides gist of the email and the course, such as "2760 Question about Today's Reading"
- Begin with a formal address, such as "Dr. Binns:" or "Professor Binns"
- Use a respectful tone
- Provide questions or information in a succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion

Close with a short statement followed by a comma and your name, such as "Thanks for your time," or "Sincerely," "Have a good day" or "Have a good weekend."

ENG 3001 Course Calendar: Spring 2021

This schedule is subject to additions and changes at my discretion. **Assignments are due on the date that they are listed on the schedule by the end of that class day (by 11:59 p.m. CST).** When class responses require follow-up discussion, those due dates will be listed in the discussion post instructions (again, by 11:59 p.m.). As a result, students may need to post to two different threads in the same day to complete class or group discussion work from the current and previous day. Both discussions and peer responses will be conducted through the D2L Discussion Board.

Module I Genre Analysis

Week 1

- 1-11 Read *Scenes of Writing* Chapter 1 "Understanding Scenes of Writing" pages 1-23; D2L Discussion #1 due: Introduce Yourself & Favorite Genres
- 1-13 Read *Scenes of Writing* Chapter 1 "Understanding Scenes of Writing" pages 24-46; D2L Discussion #1 Continued
- 1-15 Read *Scenes of Writing* Chapter 2 "Reading Scenes, Situations, and Genres"; Watch YouTube video on "Genre & Rhetorical Situation": <https://www.youtube.com/watch?v=1g67LhcXeJ8>; D2L Discussion #2

Week 2

- 1-18 NO CLASSES
- 1-20 Read *Scenes of Writing* Chapter 3 "Using Genres to Help You Write"; D2L Discussion #3
- 1-22 Read *Scenes of Writing* Chapter 4 "Critiquing & Changing Genres"; E-mail Dr. Binns your Genre Analysis Essay Topic; D2L Discussion #3

Week 3

- 1-25 Read *Scenes of Writing* Chapter 5 "Understanding Academic Scenes and Writing Courses"; Read "Hungry" and "On Becoming Educated" from *Ways of Reading* (207-218); Discussion #4
- 1-27 Read "Introduction: Ways of Reading" (1-12) and "Arts of the Contact Zone" (454-466) from *Ways of Reading*
- 1-29 Read *Scenes of Writing* Chapter 8 "Writing in Unfamiliar Academic Scenes and Genres"; D2L Discussion #5

Week 4

- 2-1 Read *Scenes of Writing* Chapter 6 "Writing Analyses and Arguments" pages 231-289
- 2-3 Work on **Genre Analysis**
- 2-5 **Genre Analysis Essay draft due for peer response** to D2L Discussion Board

Week 5

- 2-8 **Genre Analysis Essay two assigned peer responses due** to D2L Discussion Board
- 2-10 **Genre Analysis Essay due** to D2L Dropbox by 11:59 pm
- 2-12 NO CLASSES

Module II Understanding Argument & Proposal Writing

Week 6

- 2-15 Read *Scenes of Writing* Chapter 6 "Writing Analyses and Arguments" pages 289-333
- 2-17 Read *Everything's an Argument* Chapter 12 "Proposals" and "A Call to Improve Campus Accessibility for the Mobility Impaired" (296-303)
- 2-19 E-mail Dr. Binns possible topic for your Proposal Argument Essay; D2L Discussion #7

Week 7

- 2-22 Read Chapter 17 of *Technical Communication*
- 2-24 Personal Wellness Day: NO CLASSES
- 2-26 Read "How to Be Friends with Another Woman" (343-348) & "The Vulnerable Observer" (109-128); D2L Discussion #8

Week 8

- 3-1 Read *Scenes of Writing* Chapter 9 "Reading and Writing Within Workplace Scenes" and "Reading and Writing within Public Scenes"
- 3-3 Read *Scenes of Writing* Chapter 10 "Reading and Writing Within Workplace Scenes" and "Reading and Writing within Public Scenes"; D2L Discussion #9
- 3-5 Work on **Proposal Argument**

Week 9

- 3-8 **Proposal Argument Draft due** to D2L Discussion
- 3-10 **Proposal Argument Draft Peer Responses due** to D2L Discussion Board
- 3-12 **Proposal Argument due** to D2L Dropbox by 11:59 pm

Module III Argument, Research, and Field-Specific Writing

Week 10

- 3-15 Read *Scenes of Writing* Chapter 7
- 3-17 E-mail Dr. Binns a possible topic for your Source-based Argument Essay about an issue in your selected field or discipline.
- 3-19 Watch "Why We Cite" YouTube Video from UNC's Writing Center; D2L Discussion #10

Week 11

- 3-22 Read "Racial Identities" (38-61) from *Ways of Reading*
- 3-24 Read "Is Diversity for White People?" (221-235) from *Ways of Reading*; D2L Discussion #11
- 3-26 Work on **Source-Based Argument Essay**

Week 12

- 3-29 **Source-based Argument Essay draft due for peer response**
- 3-31 **Source-based Argument Essay Peer Responses due** to D2L Discussion Board
- 4-2 **Source-Based Argument Essay due** to D2L Dropbox by 11:59 pm

Module IV Visual Argument & Analysis

Week 13

- 4-5 Read *Everything's an Argument* Chapter 14 "Visual and Multimedia Arguments" and pages 735-741 & "Making a Visual Argument: Student Diversity Posters"; D2L Discussion #12
- 4-7 Personal Wellness Day: NO CLASSES
- 4-9 Read "The Ordinary Devoted Mother" (69-104) from *Ways of Reading*

Week 14

- 4-12 Read "States" (523-557) from *Ways of Reading*
- 4-14 Reading TBA
- 4-16 Work on **Visual Argument & Self-Analysis Essay**

Week 15

- 4-19 **Visual Argument & Self-Analysis Essay drafts due for peer response**
- 4-21 **Visual Argument & Self-Analysis Essay two assigned peer responses due**
- 4-23 **Visual Argument & Self-Analysis Essay due** to D2L Dropbox by 11:59 pm

Module V Final Revision Project

Week 16

- 4-26 Watch "The Writing Process: Revise" from East Tennessee State University on YouTube; Work on **Final Revised Essay** Project of Genre Analysis, Proposal Argument, or Source-based Argument Essay' & **Self-Analysis Essay**
- 4-28 Continue Work on **Final Revised Essay & Self-Analysis Essay**
- 4-30 **Final Revised Essay & Self-Analysis Essay due** to D2L Dropbox by 11:59 pm