

Spring 1-15-2015

ENG 3001-006: Advanced Composition

Chris Wixson
Eastern Illinois University

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English 3001: Advanced Composition

spring 2015 / Sections 006 / 3.00 Credits

Dr. Chris Wixson

syllabus

course philosophy

The original prospectus for *The New Yorker* contained a phrase that is appropriate for our endeavor: "We assume a reasonable degree of enlightenment on the part of our readers." One might argue that we assume the same thing on the part of our writers. This course is an opportunity to strengthen your skills of reading, writing, and research by composing and communicating in various rhetorical contexts. Essentially, the assignments are designed to help you cultivate your critical voice, both within your area of professional/disciplinary expertise and more generally as a member of an intellectual community. The course is designed to allow each student the flexibility to pursue topics within their chosen major/field and a chance to reflect, challenge, and share reactions, questions, and ideas within a diverse group of thinkers and writers.

Learning Outcomes

1. To use composing for inquiry, critical thinking, and communicating in various rhetorical contexts.
2. To read texts from various genres expressing a range of cultural perspectives and values and to think analytically about them.
3. To grow as writers by continuing to develop skills of research, process, and expression.

course texts

Selections from *The New Yorker*, selected *TED* talks and Diana Hacker, *A Pocket Style Manual*

contact information

Dr. Chris Wixson

Coleman Hall 3871

cmwixson@eiu.edu

Office Hours: TR 9:30-10:30, TR 3-4:30, and by appointment

assignments / final grades

Your final grade in the course will be determined by your performance on the following assignments:

Intellectual Autobiography/Literacy Narrative (4-5 pages)	15%
<i>TED</i> Summary (2 pages)	10%
<i>TED</i> Genre Analysis (3-4 pages)	15%
<i>TED</i> Paper and Talk (7-8 pages)	20%
<i>TOTC</i> Paper (6-7 pages)	20%
Final Reflection (3-4 pages)	10%
In-class Writings/Active Participation	10%

**You must complete all written assignments and exams to complete the course. Failure to complete any one of the components represents incomplete work for the semester and anyone with incomplete work will not receive a passing grade for the course.

attendance

Mandatory. I expect you to be in class awake and prepared every Tuesday and Thursday so, if you tend to droop in the late afternoon, you might consider another section of this course. In other words, arrive on time with your reading/writing assignment completed, prepared to participate in discussion. Because so much in this course relies upon in-class work, absences and habitual lateness will adversely affect your course performance. Attendance will be taken at each class session – you are allowed **two** unexcused absences before your grade is negatively affected. After two, each unexcused absence will lower your participation grade by half a letter. **More than six unexcused absences will result in a “0” for participation. More than eight unexcused absences will result in a grade of no credit for the course. Habitual lateness (beyond once) will also affect your grade negatively since it is disruptive and disrespectful.** Please notify me by email if there is unexpected illness or an emergency that causes you to miss class. Do **not** get in touch asking “for the assignment” or a “rundown of what you missed.” My responsibilities as an instructor lie with the students who do come to class. Excused absences are accompanied by appropriate legal or medical documentation. Any unexcused absence will seriously undermine your success in this course.

class participation

Mandatory. To maximize your individual and our collective productivity in class, it is essential that you show up to class with reading and writing activities done and ready to work on assignments in progress. Class activities will include a mixture of informal lecture, discussion, short writing, and process tasks.

late papers

These are no fun for me to keep track of and only put you further behind. For each day beyond the scheduled due date, late papers will be penalized a third of a letter grade. **After a week, I will no longer accept the paper, and it becomes a “0.”** Again, if you become ill or the victim of emergency circumstances, please email me as soon as possible and stay in touch.

cell phone and computer use

You may bring your computer to class with you, assuming that you use it in a scholarly and responsible fashion. This means that you will only have applications and windows related to the current discussion open. **You may not check** email, Facebook, or box scores, surf the web, send texts or Tweets, play games, or otherwise distract yourself and those around you from the class conversation with your computer. You are likewise expected to use cell phones in a responsible manner: **turn them off when you come in to class.** If you have an emergency for which you must be available, you must discuss it with me beforehand and keep your phone on vibrate. **Under no conditions are you allowed to** text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class. The nature of our scholarly endeavor together necessitates mutual respect and dedicated attention during the too short time we have together. Violating any of these policies will result in your participation grade being lowered by a full letter grade for each violation.

academic integrity

Any paper with your name on it signifies that you are the author—that the wording and major ideas are yours, with exceptions indicated by either quotation marks and/or citations. Plagiarism is the unacknowledged use (appropriation and/or imitation) of others' materials (words and ideas). We will discuss how to avoid it. Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F in the course, and a report filed with the Student Standards Office.

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 individualized consultations and assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other academic skills. Call 217-581-6696, or go to 9th Street Hall, Room 1302.

special needs and situations

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.

THEME FOR ENGLISH B (1951) By Langston Hughes

The instructor said,

Go home and write
a page tonight.
And let that page come out of you--
Then, it will be true.

I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me--we two--you, me, talk on this page.
(I hear New York too.) Me--who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records--Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white--
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me--
although you're older--and white--
and somewhat more free.

This is my page for English B.

English 3001: Advanced Composition

Dr. Christopher Wixson

course calendar

* * Because this schedule can and probably will change, it is imperative that you bring it to each class meeting so as to make the appropriate revisions.

January	13	Course Introduction / Writing Self-Analysis / Essay #1
	15	Essay #1 Workshop
	20	Mandatory Conferences
	22	Essay #1 Due / Essay #2 Workshop
	27	<i>Talk of the Town</i> selections / Essay #2 Workshop
	29	<i>Talk of the Town</i> selections / Essay #2 Workshop
February	3	Essay #2 Workshop / Contrera's "The End of the Waffle House"
	5	Mandatory Conferences
	10	Essay #2 Workshop / Student <i>TOTC</i> selections
	12	First Draft of Essay #2 Due (2 copies)
	17	Revision Workshop
	19	Final Essay #2 Portfolio Due / Project #3 Assignment Sheet
	24	Watch TED talks by Sherry Turkle and Hasan Elahi in class
	26	Heller's "Listen and Learn" / Summary Workshop
March	3	Watch TED talks by Chris Anderson and Clay Shirky in class
	5	Summary Due

- 10 Persuasive Genre Analysis Workshop
- 12 **First Draft of Persuasive Analysis Due** (two copies) / Peer Critique

HAPPY SPRING BREAK!!!!

- 24 Revision Workshop / Two TED Talks by Ken Robinson (Education)
- 26 **Persuasive Analysis Final Portfolio Due**

- 31 Argument Workshop / TED Talk by Benjamin Zander (Classical Music)

April 2 Mandatory Conferences

- 7 Mandatory Conferences

- 9 **First Draft of Argument Due** (two copies) / Peer Critique

- 14 Revision Workshop

- 16 **Argument Final Portfolio Due** / Workshop on *TED* presentations

- 21-8 *TED* Presentations

- 30 *TED* Presentations / Exam Preparation / Evaluation

**Final exam date: Tuesday, May 5^h 5:15-7:15 PM