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### ENG 3001-601: Advanced Composition

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*Eastern Illinois University*

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## **English 3001, Advanced Composition: Writing in the Professional Workplace**

Spring, 2021

Professor: Tim Engles

### **Textbooks you should have received from EIU's Textbook Rental Service:**

*Business and Professional Writing: A Basic Guide*, 2<sup>nd</sup> Edition (MacRae)

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

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

*Working while Black: The Black Person's Guide to Success in the White Workplace*, 2<sup>nd</sup> 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 likely work in a professional, "white-collar" environment. Your future career will require a surprising amount of writing, and the quality of your writing will definitely affect how supervisors, coworkers and others perceive you, and how well you work together with them. 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, race and class.

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, reliable email partner with this classmate.

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

#### **ENG 3001 - Advanced Composition**

(3-0-3) On Demand. 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

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

Credits: 3

**Learning Objectives:** Our course will be divided into biweekly Modules. Each new one will be released by 3 pm on the Thursday before it, and the following objectives apply to all of them.

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 (these vary from writer to writer). We will spend time talking about why a grammatically correct, clear, efficient style is key to your success in college and in professional life.
- **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, gender and sexual orientation.
- **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 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. Our regular quizzes will help to boost your skills in this area.
- **Minding your p’s and q’s:** misused words, missing commas, lack of subject/verb agreement, missing quotation marks, misused semicolons, poorly incorporated quotations and inaccurate citations. . . remember those bugaboos? Students sometimes complain that such “minor” mistakes in their papers get graded too heavily. However, they are important, so they will also be graded heavily in this course. Again, this course is meant to get your writing skills up to speed for professional life. *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 the *writer* look sloppy and careless. Thus, I will work with you to find and eliminate your own habitual errors, and our course will conduct 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.

**Technical requirements:** Students in this course should already have taken the D2L Student Orientation. Students will need regular access to the Internet while using a laptop or desktop computer. Students must know how to download and upload email attachments, install software, use and record audio with PowerPoint, and (if requesting an individual conference) use a webcam and microphone. Papers must be submitted in Microsoft Word; no PDFs, and D2L

cannot open papers submitted with Apple's word processing program (which is called Pages). Word and PowerPoint are part of the Office 365 ProPlus software package, which EIU students can [download here for free](#).

**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 printing them out and 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 a condensed, fast-paced summer version, you are also responsible for pacing yourself as you read throughout the semester, establishing your own schedule so that you complete reading (and other) assignments on time.

**Attendance Policy:** To some extent, you will be able to work at your own pace in this online course. However, you must meet various work deadlines, including work assignments with classmates, which will include posting by deadlines in Discussion Forums and conducting peer reviews via email with a classmate on each other's writings. I can tell who is posting regularly in Discussion Forums **and** who is regularly reading other student posts. Your participation in these and other ways will constitute a major portion of your final grade.

**Grades, assignments, and deadlines:** Unless otherwise indicated, I will grade assignments within three days of their due date. All assignments in this course will be graded on a 100-point scale (90-100 = A, 80-89 += B, etc.), and your final course grade will be determined in the following way. Note that "class participation" includes not only written Discussion Forum posts, but also the reading of significant numbers of posts by other students, the reading of instructor comments on your graded writings, and the complete viewing of each of the instructor's recorded presentations and other videos (remember, I have background ways of seeing whether you are regularly doing each of these activities).

- 15% Essay on the kinds of writing you will do in your career
- 15% An example of public writing that you could do in the future regarding the effects of race, class, gender or sexual orientation in your future career
- 10% Recorded presentation on topic of public writing project & peer-critiques
- 15% Three peer reviews of your classmates' work
- 20% Final Project: sample job-seeking documents
- 15% Quizzes & Discussion Forum Participation
- 10% Final/major quiz (on content of daily grammar lessons and writing workshops)

**Regarding late papers:** Again, papers and other assignments will be graded on a 100-point scale, and late papers 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.

**General grading rubric:** We will assess a sample student essay along with the rubric used by EIU instructors as they grade writing assignments—more on that particular rubric soon. More generally, your assignments in this course will be graded in the following terms. See below for a rubric that applies to 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.

**Regarding Discussion Forums:** Since we cannot meet in person, and since there are too many of us to arrange synchronous meetings online, 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, and participating in, our Discussion Forums. 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 amount of required replies to others. On the other hand, be

wary of writing overly long posts; do write enough to get your well-supported points across, but also be aware that writing *a lot* would mean that your post will largely go unread.

### Discussion Forum Grading Rubric

<i>Criteria</i>	<i>Grade: A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<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 or missed entirely

**Email Activity:** Enrollment in this class requires use of your D2L email account, and you must check it frequently for messages pertaining to the course (that is, every day). It is okay to write to Dr. Engles with your regular EIU account, and you'll usually get a quicker reply that way, but we will mainly use D2L for announcements and assignments. You should also stay alert to notifications of new D2L emails from Dr. Engles, and to any new "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 and comments—I always respond within 24 hours, and usually much sooner. Again, it's okay to use my regular email address: [tdengles@eiu.edu](mailto:tdengles@eiu.edu); be aware, though, that you can't write to outside email addresses from inside D2L.

**Electronic Writing Portfolio:** Students may submit an essay from this course for their EWP, but be aware that we will have only one regular essay assignment (early in the semester). You don't need to check with me about whether your essay is an appropriate EWP submission. As you likely know, the EWP submission site is here: <https://www.eiu.edu/assess/ewpmain.php>.

**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 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.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. I have also worked to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated—please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our coursework conflicts with your religious events, please let me know so that we can make arrangements for you. Also, all people have the right to be addressed and referred to in accordance with their personal identity. In this course, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and to support all of you in doing so as well.

**Academic integrity:** Remember also that this course follows 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 Dr. Engles about it, either by email or during his online office hours.

**Help with course content and procedures:** As explained in the Introduction Module, our course has a "Need Help?" Discussion Forum where students can ask questions about the course that I (Dr. Engles) can likely answer. Asking a question there about course content and procedures is a good idea, because others (who may well have the same question) will be able to see my answers. If you have questions that you want to ask me individually, email is of course okay, either in D2L or to [tdengles@eiu.edu](mailto:tdengles@eiu.edu). Unless otherwise indicated, I will respond to the "Need Help?" Discussion Forum questions and any student email within twenty-four hours (and usually much sooner).

**Technical Support:** As noted above, students in this course should already have taken the D2L Student Orientation. In order to succeed in this online course, your skills should include (but are not limited to): navigating an online course management system (in this case, D2L), composing emails, accessing online files and web links, and submitting properly formatted assignments via the D2L Dropbox system. For technical support with D2L, you can contact the ITS Help Desk at 217-581-4357 or [itshelp@eiu.edu](mailto:itshelp@eiu.edu) or CATS Training Services for Students at 217-581-8358.

## **Master List Activities, Graded Assignments and Due Dates**

*For those who would like to look ahead, this is an abbreviated list of all our assignments and deadlines. Our course will be divided into biweekly 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.*

*For your convenience, I regularized as many tasks as I could; consistently scheduled tasks in most of these Modules include four recorded Grammar Lessons, two Discussion Forums, and a Quiz at the end. Note that T means Tuesday, R means Thursday, and S means Saturday. Finally, also note that the following dates and assignments are subject to change; any changes will be announced well in advance.*

### Module 1 (Monday, 1/11 – Friday, 1/22)

Our first four recorded Grammar Lessons, for viewing and notetaking on your own regular schedule during this two-week Module

T (1/12) Watch introductory presentation on Dr. Engles and on course themes

**W (1/13) Dropbox Submission: "Regarding Your Online Readiness"**

R (1/14) and S (1/16) Discussion Forum: "Introductions"

R (1/14) Readings and presentation on Emailing Like a Professional

M (1/18) EIU Observation of Martin Luther King, Jr. Day – No classes

T (1/19) Reading on Writing Reports and Letters Like a Professional

R (1/21) Reading on Producing Professional Prose

R (1/21) Discussion Forum: "Professional Writing that You Will Do"

**F (1/22) Reading Quiz.** Opens Thursday, 12:00 am, closes Friday, 11:59 pm. *Like most quizzes in our course, this one has ten true/false and multiple choice questions, and it's set to allow you an hour to take it once you begin.*

### Module 2 (1/25 – 2/5)

Grammar Lessons 5-8, for viewing and notetaking on your own regular schedule

T (1/26) Review Essay Guidelines ("Writing and Your Future Career") and watch presentation about them

R (1/28) Writing Workshop: The Key Elements of a Solid Essay

F (1/29) Discussion Forum: Grading a Sample Essay

M (2/1) Writing Workshop: Using Outside Sources and Avoiding Plagiarism

T (2/2) EIU Personal Wellness Day – No Classes

R (2/4) Writing Workshop: Getting Commas Right

R (2/4) and S (2/6) Discussion Forum: Commas, Outside Sources and Plagiarism

**F (2/5) Quiz on Commas**

### Module 3 (2/8 – 2/19)

Grammar Lessons 9-12, for viewing and notetaking on your own regular schedule

**T (2/9) and R (2/11) Paired Peer Review** of Workplace Writing Essay (Rough Draft)

R (2/11) and S (2/13) Discussion Forum: Top Things You Have Learned About Writing College Essays

F (2/12) EIU Observation of Abraham Lincoln's Birthday – no classes

**M (2/15) Essay Deadline**

T (2/16) Readings on Gender in the Professional Workplace

R (2/18) and S (2/20) Discussion Forum: Gender in Professional Life

**F (2/19) Reading Quiz**Module 4 (2/22 – 3/5)

Grammar Lessons 13-16

M (2/22) Reading on Class in the Professional Workplace

T (2/23) Review Public Writing Project Guidelines and watch presentation about them

W (2/24) EIU Personal Wellness Day – No Classes

R (2/25) Reading on Race in the Professional Workplace

R (2/25) and S (2/27) Discussion Forum: Race and Class in Professional Life

**F (2/26) Mid-Module Reading Quiz**

T (3/2) Unnecessary Passive Voice Workshop

R (3/4) Readings on Editing Effectively

R (3/4) & S (3/6) Discussion Forum: Taking Time to Edit Your Writing

Module 5 (3/8 – 3/19)

Grammar Lessons 17-20

**T (3/9) and R (3/11) Paired Peer Review** of Public Writing Project (Rough Draft)

**F (3/12) Public Writing Project Deadline**

T (3/16) Review Presentation Guidelines and watch presentation about them

R (3/18) EIU Personal Wellness Day – No Classes

F (3/19) Reading on Oral Presentations

Module 6 (3/22 – 4/2)

(No Grammar Lessons)

W (3/24) and F (3/26) Discussion Forum: "Doing Well in Professional Presentations."

**R (3/25) Deadline for posting your recorded Pecha Kucha on YouTube or D2L**

**W (3/31) Deadline for responding to the Pecha Kuchas of three classmates  
(Counts as a Quiz grade)**

Module 7 (4/5 – 4/23)

Grammar Lessons 21-23

T (4/6) Reading on “Promotion on the Web”

W (4/7) Reading and Viewing on Doing Well in Job Interviews

T (4/6) and R (4/8) Discussion Forum: Doing Well in Job Interviews and Promoting Yourself with Social Media

W (4/7) EIU Personal Wellness Day – No Classes

M (4/12) Review Final Project Guidelines and watch presentation about them

W (4/14) Readings on Cover Letters, Resumes and Requesting a Letter of Recommendation

F (4/16) Discussion Forum: Resumes and Cover Letters: Tips and Tricks

Monday 4/19 to Friday 4/23 – Reading, Writing and Conferencing Week

Module 8 (4/26 – 5/6)

*In order to give you all more time to do your semester's end work, we won't have any more Grammar Lessons.*

**M (4/26) and W (4/28) Paired Peer Review** of Public Writing Project (Rough Draft)

**F (4/30) Final Project Deadline**

W (5/5) Suggested deadline for watching presentation with tips and explanations for the Final Quiz/Mini Exam Review

**R (5/6) Final Quiz/Mini Exam deadline**