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ENG 3001-002: Advanced Composition

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Eastern Illinois University

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

Spring, 2020

Monday/Wednesday, 2:00 – 3:15, 3170 Coleman Hall

Instructor: Tim Engles
Office: CH 3831

Email: tdengles@eiu.edu, or via D2L
Office hours: 12:30 – 2:00, Monday & Wednesday
1:00 – 2:00 Tuesday, and by appointment

Textbooks from EIU's Textbook Rental Service:

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

*Working while Black: The Black Person's Guide to Success in the
White Workplace*, 2nd Edition (Johnson)

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

Business and Professional Writing: A Basic Guide, Second Edition (MacRae)

COURSE POLICIES AND PROCEDURES

***Read the following sections carefully! These words constitute our contract,
and participation in this course will require your written agreement to them***

Description and Goals: This course is designed to improve your writing skills as you gather your forces toward a job in the sort of environment in which most of you will work after graduation, that is, a professional, “white-collar” environment (even if your collar won't actually be white). You will do more writing in your future career than you probably realize, and the quality of your writing will definitely affect how supervisors and coworkers perceive you. 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 race, class, gender and sexuality. 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 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.

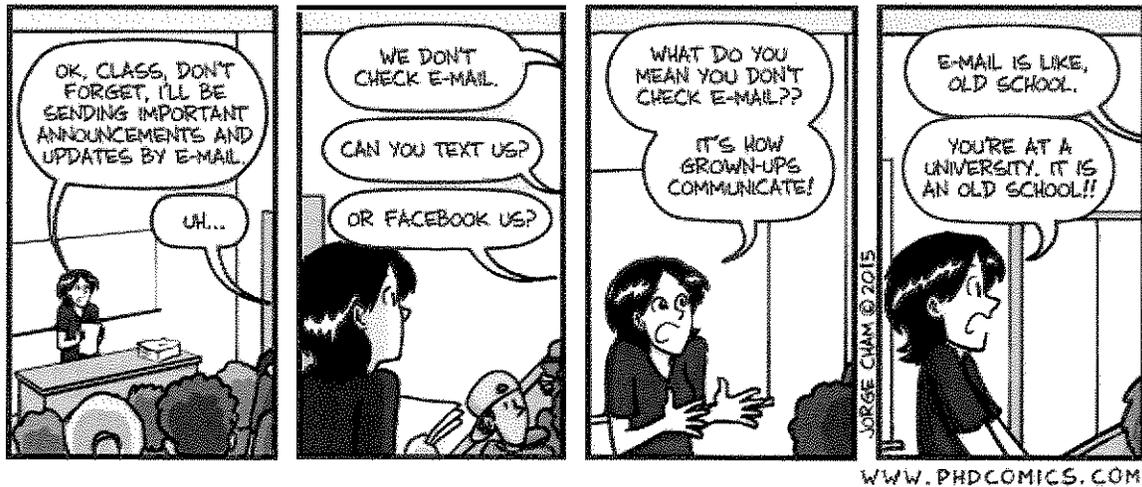
Credits: 3

More specifically, our 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 clear, efficient, grammatically correct, style is key to your success in college and in professional life.
- **Professional life:** learn about some of the more subtle ways that people interact and collaborate in the professional workplace. We will study significant factors that influence success in professional life, including such matters as race, class, and gender. You will also practice a common expectation in professional life by doing a presentation that includes a carefully prepared visual component.
- **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 argumentative 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 receiving strings of words.
- **Minding your p’s and q’s:** misused words, missing commas, lack of subject/verb agreement, missing quotation marks, poorly incorporated quotations and inaccurate citations, misused semicolons . . . remember those bugaboos? Students sometimes complain that such “minor” mistakes in their papers are 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 we will conduct in-class workshops and one-minute 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 forming honest, thorough, and constructive commentary on your peers' writing, a process that will in turn improve your own writing skills.

Email Activity: Enrollment in this class requires use of your D2L or EIU email account, and you must check it frequently for messages pertaining to the course (that is, several times per week, at least). If I need to miss a class session, I will email all of you as soon as I can. We will use D2L for some assignments, and in-class handouts will also be posted there. Email is the quickest, easiest way to reach me if I am not in my office, and I welcome any and all emailed

questions and comments—I always respond within 24 hours, and usually sooner. As in professional life, using email is crucial for this course, and you must send me an introductory email message by Friday, January 17 at 5:00 p.m. This email will also constitute your “signature” of our course contract, that is, these policies and procedures that you are reading.



In your introductory email,

1. tell me which course you're in (English 3001)
2. describe yourself however you like, including your major and career aspirations
3. write a statement to the effect that you have read and agree with (or perhaps in part disagree with, which is fine, if you explain why) these Course Policies and Procedures
4. as with all emails that you send to instructors, “sign” this one by adding your name at the end of the message

Attendance Policy: I will take attendance, and I expect you to attend all class sessions, on time, and prepared to discuss the material listed for that day on the “Daily Schedule.” Students who do not bring a copy of the assigned reading with them may be marked absent for that day. Absences will only count as “excused” with official documentation. **If you have more than three absences this semester, your “class participation” grade will drop to Zero.**

Grades: Your final grade will be determined as follows—

- 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
- 15% Presentation on topic of public writing assignment & written self-critique
- 10% Two peer critiques of your classmates' writings
- 20% Sample job-seeking documents & written self-critique of them
- 15% Class participation (including attendance) and quizzes
- 10% Final/major quiz (on content of daily grammar lessons and writing workshops)

Regarding late papers: 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. You will be submitting some assignments as email attachments, and **you are responsible for making sure that you've actually attached and sent your assignment.** You should double-check by looking in your Sent folder at the message that you sent with the attached paper. **Sending an email message with no attachments will result in the usual late penalties.**

Regarding tardiness: This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. **If you will not be able to arrive on time for our course because of other commitments, drop it and take another section.** Also, you are responsible for all assignments, whether you attend class or not. Consider getting the contact info of one or two other students in class so that if you must be absent, you can find out about missed assignments before class.

Regarding the Writing Center: If you are aware of chronic problems with your writing, I strongly recommend that you make use of our Writing Center's free services. I will pay close attention to each student's particular writing problems, and I may advise some of you to seek additional help at the Writing Center. One-on-one sessions provide help with any aspect of writing, including brainstorming, organization, development, sentence structure, documentation, and grammar. Students may drop in to schedule appointments during working hours in 3110 Coleman Hall (or call: 217.581.5929).

Classroom Environment: In class, I expect all of you to participate in discussions (class participation will be figured into your final grade) and as explained above, to attend regularly. The best way to demonstrate that you are an active, engaged, and interested reader and writer is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via email—chances are that other people have the same question. Sensitive issues sometimes arise within a course of this sort, so we must respect the opinions of others; you can help by trying to respond to ideas, rather than to the particular person stating them. I do not plan to lecture much in this class. You will learn more and better if we all contribute together to a positive, challenging, interesting learning environment.

In the interests of keeping everyone in class undistracted and focused, ***please do not read outside materials, chew gum, or eat food in class (drinking beverages is okay), and do not use a computer or phone in class.*** Also, ***be sure to silence your phone ahead of time, and do not check it or write text messages during class.*** If you happen to be expecting an important or emergency call or text, be sure to let me know before class begins. Also, be sure to bring the day's assigned reading with you; students who don't do so may be marked absent. Finally, please refrain from "packing up" during the last few minutes of class—I will signal when the discussion is finished, and I promise to end each class by 3:15.

For students with disabilities: If you have a documented disability and wish to receive academic accommodations, and if you have not already contacted the Office of Disability Services (581-6583), please do so as soon as possible.

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 class meetings conflict 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 class, 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 Honesty: I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. English 3001 is primarily a skills course, and doing your own work will definitely improve writing (and reading, and speaking) skills that you can then carry into your career. It is also your responsibility to familiarize yourself with the English Department's policy 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 assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

English 3001 Daily Schedule Spring, 2020

This schedule may be subject to change; BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day—students who show up without a copy of the day's reading assignment may be marked absent

WRITING ON THE JOB

- M JAN 13 Introduction to the course; discussion of "Re: Your Recent Email to Your Professor," Paul T. Corrigan and Cameron Hunt McNabb (handout)
- W JAN 15 Read before class, and also bring to class: *Writing Without Bullshit*, "Email Thoughtfully," 194-211 and "Email Stress: Managing the Tyranny of Inbox Overload," The Australian School of Business (handout from Monday—if you're ever absent for class, remember that handouts are also posted on D2L)

F JAN 17 5 p.m. **Deadline** for sending Dr. Engles (via D2L) the email described above in the "Email Activity" section on Page 3

W JAN 22 *Business and Professional Writing*, "Letters" and "Persuasive Letters," 161-193

M JAN 27 *Business and Professional Writing*, "Brochures," 243-250 and "Informal Reports," 285-307

W JAN 29 *Writing Without Bullshit*, "Replace Jargon," "Eliminate Weasel Words" and "Be Direct," 68-91; also, in-class discussion of Paper 1 Guidelines – Writing and Your Future Career

M FEB 3 Writing Workshop: The Key Elements of a Solid Essay; read, evaluate and bring to class the sample student essay handed out last Wednesday

W FEB 5 Writing Workshop: Using Outside Sources and Avoiding Plagiarism

M FEB 10 Writing Workshop: Five Simple Rules for Achieving Comma Glory

W FEB 12 In-class peer review of Paper 1: **bring a printed rough draft of your paper to class**

R FEB 13 **Paper 1 due as attachment to tdengles@eiu.edu by 5 p.m.**

**PUBLIC WRITING, PUBLIC SPEAKING:
GENDER, CLASS, RACE, AND SEXUAL ORIENTATION ON THE JOB**

M FEB 17 Readings for today (handouts): "The Changing Face of Gender Issues in the 21st Century Workplace," Richard E. Thompson; "Does the Glass Ceiling Still Exist?," Kate Lorenz; "Too Nice to Land a Job," Scott Jaschik

W FEB 19 More handouts to read for today: "Boys Will Be Boys? How Schools Can Be Guilty of Gender Bias," Joanna Moorhead; "Ask for a Raise? Most Women Hesitate," and "Gender Discrimination Comes in Many Forms for Today's Working Women," Kim Parker and Cary Funk

M FEB 24 *Limbo*, Introduction and Chapter 1, 1-29

W FEB 25 *Limbo*, Chapter 6, 129-61

M MARCH 2 *Working While Black*, Preface, Introduction and Chapter 1, xix-17; Discuss Public Writing Project Guidelines

W MARCH 4 *Working While Black*, Chapter 3, pages 41-55 & all of Chapters 4 and 6; sign up for rough-draft conference

M MARCH 9 Handouts to read for today: “Your Rights: Sexual Orientation Discrimination,” Workplace Fairness; “Challenges for LGBT People in the Workplace and How to Overcome Them,” Bella Qvist; “The Plight of Being a Gay Teacher,” Amanda Machado; “Many Teachers Can’t Talk About LGBT Issues in the Classroom, Report Finds,” Kate Stoltzfus; discuss Presentation Guidelines

W MARCH 11 Writing Workshop: Unnecessary Passive Voice; read before class: *Business and Professional Writing*, “Individual Oral Presentations,” 261-275; **sign-up for the date of your presentation**

MARCH 16 – 20 SPRING BREAK!

M MARCH 23 NO CLASS – Individual conferences on Public Writing Project: **bring two printed copies of a rough draft to your conference**

W MARCH 25 NO CLASS – Individual conferences on Public Writing Project: **bring two printed copies of a rough draft to your conference**

M MARCH 30 Writing Workshop: Cleaning Up Your Writing; read before class: *Writing Without Bullshit*, “Edit Effectively,” 181-87 and *Business and Professional Writing*, “Copy-Editing,” 97-106

T MARCH 31 **Public Writing Project due as attachment to tdengles@eiu.edu by 5 p.m.**

W APRIL 1 Presentations; passive voice extra-credit due

M APRIL 6 Presentations

W APRIL 8 Presentations

WRITING TO GET A JOB

M APRIL 13 *Business and Professional Writing*, “Cover Letters” and “Resumes,” 197-227; in-class discussion of Final Project Guidelines

W APRIL 15 Reading for today: “Exploring the Handshake in Employment Interviews,” Stewart, Dustin and Barrick (handout from Monday)

M APRIL 20 *Business and Professional Writing*, “Promotion on the Web,” 243-48 and “‘You have one identity’: Performing the Self on Facebook and LinkedIn,” José van Dijck (handout from Wednesday)

W APRIL 22 In-class peer review: **bring printed drafts of the first three parts of your Final Project to class**

M APRIL 27 Review for Major Quiz; discussion of any problems or concerns with Final Project

W APRIL 29 **In-class Major Quiz:** Grammar Lessons; Commas; Active and Passive Voice
And finally... tearful, heartfelt farewells

F MAY 1 **Deadline to submit Final Project: 5 p.m.**

We will not meet during Final Exam Week (May 4 – May 8) — Have an awesome summer!