

Fall 8-15-2015

ENG 3001-005: Advanced Composition

Julie Campbell
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2015



Part of the [English Language and Literature Commons](#)

Recommended Citation

Campbell, Julie, "ENG 3001-005: Advanced Composition" (2015). *Fall 2015*. 64.
http://thekeep.eiu.edu/english_syllabi_fall2015/64

This Article is brought to you for free and open access by the 2015 at The Keep. It has been accepted for inclusion in Fall 2015 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 3001-005—Advanced Composition
Fall 2015 (3 Credits)

Dr. Campbell
Office CH 3572
Office hours TTH 11am-12:30pm,
2pm-3:30pm and by appointment

TTH 3:30-4:45
CH 3170
jdcampbell@eiu.edu

Text Books

Coleman and Funk, *Professional and Public Writing*
Faigley, *Writing: A Guide for College and Beyond*

E-Texts

- Genevieve Ko, “(East) L. A. Story,” <http://www.gourmet.com/magazine/2000s/2009/05/the-east-la-story.html>
- Jane and Michael Stern, “Pie Shakes and Whitefish Fillets,” <http://www.gourmet.com/magazine/2000s/2009/07/roadfood-lake-superior.html>
- Jane and Michael Stern, “A Tale of Two Mothers,” <http://www.gourmet.com/food/gourmetlive/2012/050912/jane-and-michael-sterns-favorite-mom-restaurants.html>
- Barry Estabrook, “Politics of the Plate: the Price of Tomatoes,” <http://www.gourmet.com/magazine/2000s/2009/03/politics-of-the-plate-the-price-of-tomatoes.html>

- Amy Porterfield, <http://www.amyporterfield.com/2015/05/60-copywriting-tips/>, <http://www.amyporterfield.com/2015/06/62-project-plan/>, and 2-3 other blog entries by her.
- Chris Brogan, <http://chrisbrogan.com/last-king-brooklyn/>, <http://chrisbrogan.com/customer-service-marketing/>, and 2-3 other blog entries by him.
- Molly Wizenberg, <http://orangette.blogspot.com/>, any 5 blog entries.
- Mark Bittman, <http://markbittman.com/>, any 5 blog entries.
- The Greenists, <http://thegreenists.com/>, any 5 blog entries.
- Planetsave, <http://planetsave.com/2015/07/17/10th-circuit-court-rules-against-coal-advocates/>, any 5 blog entries.
- Broke Millennial, <http://brokemillennial.com/>, any 5 blog entries.
- Young Adult Money, <http://www.youngadultmoney.com/>, any 5 blog entries.
- Motor Trend, <http://blogs.motortrend.com/>, any 5 blog entries.

E-Reserves

Junot Diaz, “The Taste of Home”
Scott Simon, “Conflict Cuisine”
Michael Pollan, “Corn’s Conquest”
Judith Bennett, “Who’s Afraid of the Distant Past?”
Guanghai Ding, “‘Experimental Architecture’ in China”
N. N. Feleafel & Z. M. Mirdad, “Hazard and Effects of Pollution by Lead on Vegetable Crops”

E-Resources

<http://castle.eiu.edu/writing/links.php>

<http://weblogs.about.com/od/blogdesign/tp/10BlogDesignElements.htm>

<http://weblogs.about.com/od/writingablog/qt/The-Secrets-Of-Blog-Post-Length.htm>

<https://support.google.com/blogger/answer/1623800?hl=en#createblog>

<http://writing2.richmond.edu/writing/wweb/blogging.html>

Course Description

This course provides advanced study and practice of writing in public, professional, and discipline-specific genres. As students in a junior-level course, you should already be able to write a coherent, grammatically correct essay that is clearly persuasive or explanatory in nature. In this course, we will build on those basic skills through completion of assignments in a variety of genres that will sharpen your research skills and your communication skills. You will design your projects for specific audiences and target those audiences at every stage of the writing process.

Throughout the semester there will be a workshop quality to our class time. We will work as a large group, in small groups, and one-on-one in conferences to hone your reading, research, writing, and editing skills. Needless to say—your attendance is crucial to this learning process.

Objectives

--To **write rhetorically astute documents** that demonstrate advanced knowledge of the material in question. These projects should reflect a command of the writing process: to that end, you will practice prewriting strategies for formulating direction and content, methods for planning and drafting, and strategies of revising for clarity and adequate development.

--To **practice audience analysis**: throughout your university and professional life, you will be writing for specific audiences. You will identify audiences for your projects and consider how best to communicate with them for each of your projects, taking into consideration such issues as diction, style, and formality of language.

--To **develop research skills**: you will explore a variety of types of sources and ways to access them. You will analyze those sources regarding their merit for your projects.

--To **develop skills in critical reading**: you will practice being a discerning reader, as well as a discerning critic and editor of your own work and that of others.

The Writing Center

Please make use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by or call 581-5929.

Policies

--The English Department statement on plagiarism stipulates that 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 assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand assignments in on time. If you're having problems, let me know. Assignments turned in one to two class days late will be docked a letter grade. Assignments turned in later than that without a university-approved excuse will not be accepted at all. Missed in-class writing responses and group work cannot be made up.

--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.

--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements and Grades

Project 1 General Interest Article	20%
Project 2 Blog Entries	25%
Project 3 Formal Research Article	30%
Revisions and revision statements, Progress reports, and other assignments	25%
Total:	100%

Tentative Schedule

T. Aug. 25—Introduction to the course.

For next class: Read Chapter 3, *Professional and Public Writing*, Genevieve Ko, “(East) L. A. Story,” and Junot Diaz, “The Taste of Home.”

Unit One: Writing about the World of Food

Th. Aug. 27—In light of what you’ve read in Chapter 3 of *Professional and Public Writing*, discuss the articles by Ko and Diaz. Discuss primary and secondary research.

For next class: Read Barry Estabrook, “Politics of the Plate: the Price of Tomatoes,” Michael Pollan, “Corn’s Conquest,” and Scot Simon, “Conflict Cuisine.” Research these authors online. Be ready to discuss who they are, for whom they work, what their jobs are. In *Writing*, read “Planning Research” (p. 556).

T. Sept. 1—Discuss Estabrook, Pollan, and Simon, as well as their articles. Consider the research in which these writers engage.

For next class: In, *Writing*, read “Working as a Team” (p. 552), “Think About Your Genre and Medium” (p. 10), “Think About Your Audience” (p. 14), and “Think About Your Credibility” (p. 16). Read Jane and Michael Stern’s articles.

Th. Sept. 3—Finish discussing food-themed articles and the kinds of research required for them. Go over **first writing assignment: a food and culture-themed article (1500-1700 words; at least 3 visual aids) that you will write/produce in pairs**. Consider audience and possible venues for seeing such an article in print. Do exercise for getting started—which will guide you to produce three possible pitches for this project.

For next class: Finish the Getting-Started Exercise for project 1, write a series of 3 brief pitches for your project; be prepared to present them in class and to turn them in.

T. Sept. 8—Based on your responses to the Getting-Started Exercise for Project 1, pitch your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your project, and you will begin to consider your **Research Strategy**.

For next class: Do the Research Strategy Exercise for Project 1 and begin planning.

Th. Sept. 10—Library Day: Use this time to continue working together. Plan and assign research tasks, if you haven't already done so, and continue with research. If possible, begin drafting—or at least plan who will draft which parts of the article. Summarize how you used your time and what you accomplished in a brief **Progress Report**. During class time today, if you have any questions or need help, I will hold conferences in my office.

For next class: Be ready to present your progress. Regarding visual aids, see *Writing*, “Thinking Visually” (p. 528) and “Designing Documents” (p. 536).

T. Sept. 15—Progress Report presentations. Discuss how work is going and what needs to happen regarding work on visual aids and tasks to complete for the article. Turn in progress reports.

For next class: Compile a rough draft. Have a first draft ready for next class. Bring 2-3 hard copies, as well as have the draft available on your laptop, if possible.

Th. Sept. 17—Groups: Peer-critiques of article drafts.

For next class: Revise and edit projects. Prepare a revised draft of your project for a conference with the instructor. Bring your notes, your draft/s, your visual aids, and a list of questions regarding any aspect of the project to discuss. Also be ready to discuss final format for your article.

T. Sept. 22—Conferences.

Th. Sept. 24—Conferences.

T. Sept. 29—**Finished versions of Project 1 are due.**

For next class: Read *Professional and Public Writing*, Chapter 5. Read E-Resources on writing and designing a blog. Read blogs by Porterfield, Brogan, Wizenberg, and Bittman.

Unit Two: Public Writing—Blogging to Inform and to Teach

Th. Oct. 1—Discuss blog design and blogging. Critique the blogs from the readings. Consider purpose, audience, voice, style, content, design.

For next class: Read the blogs by Greenists, Broke Millennial, Planetsave, and Young Adult Money. Read in *Writing*, “Writing to Inform” (Ch. 7, pp. 111-123; Ch. 8, pp. 161-185).

T. Oct. 6—Discuss the level of professionalism regarding writing and production for these blogs, as well as credibility of the authors, compared to the ones we read for last class. Also consider the audiences, purposes, design, and content. Begin Getting-Started Exercise for **second project, your series of 3 blog entries (800-1000 words for each), plus short (200 words) introduction to your blog.** Note: if you already have a blog site, you may use it. If not, you may either design a mock-up or open a site of your choice. For tips for the site blogspot, see <https://support.google.com/blogger/answer/1623800?hl=en#createblog>. For tips on content, see <http://writing2.richmond.edu/writing/wweb/blogging.html>.

For next class: Finish your exercise for getting started. Prepare three pitches for the over-all topic and purpose of your blog. You will present them next class.

Th. Oct. 8—Based on your responses to the Getting-Started Exercise for Project 2, pitch your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your project, and you will begin to consider your **Research Strategy**.

For next class: Revise Project 1 and write the revision reflection.

T. Oct. 13—**Revised Project 1 and revision reflection are due.** Then, we will have a Library Day to continue your research for Project 2. Use this time to continue working on your research and drafts for your blog entries. Summarize how you used your time and what you accomplished in a brief **Progress Report**. During class time today, if you have any questions or need help, I will hold conferences in my office.

For next class: be ready to present your progress and turn in your progress reports.

Th. Oct. 15—Progress Report presentations. Discuss how work is going and what needs to happen regarding work for your blog.

For next class: Have drafts of introduction to blog and blog entries ready for peer critique. Be prepared to explain how we will access your blog project (Online? Mock-ups of pages?).

T. Oct. 20—Groups: Peer-critiques of blog introduction and blog entries.

For next class: Revise and edit projects.

Th. Oct. 22—Library Day: continue working on blog introduction and entries.

For next class: Prepare revised draft of your project for a conference with the instructor. Bring your notes, your draft/s, your visual aids, and a list of questions regarding any aspect of the project to discuss.

T. Oct. 27—Conferences

Th. Oct. 29—Conferences

T Nov. 3—**Finished versions of Project 2 are due.**

For next class: In *Writing*, read “Writing Arguments” (Ch. 10-13, focusing on introductions to each chapter and your choice of one sample essay from each chapter.) Be prepared to introduce and briefly discuss the thesis/purpose/audience of each sample essay you read.

Unit Three: Formal Research Article

Th. Nov. 5—In groups, discuss causal, evaluation, position, and proposal arguments, analyzing sample essays from these chapters. Consider the level of research that these texts exhibit. Note that we are transitioning to a more formal style of presenting researched information. Project 3 will be a formal research article that might appear in a professional journal or as a book chapter for specialists.

For next class: Read Bennett, “Who’s Afraid of the Distant Past?”, Guanghai Ding, “‘Experimental Architecture’ in China,” and N. N. Feleafel & Z. M. Mirdad, “Hazard and Effects of Pollution by Lead on Vegetable Crops.”

T. Nov. 10—Discuss the level of professionalism regarding writing and production for these informational/argument essays. Also consider the audiences and purposes for these pieces. Who are these authors? What influences your perception of their credibility? Begin Getting-Started Exercise for **third project, your Persuasive Report that will both argue and inform (1700-2000 words)**.

For next class: Complete the Getting-Started Exercise for Project 3. Prepare 3 pitches for topics for your Persuasive Report.

Th. Nov. 12—Based on your responses to the Getting-Started Exercise for Project 3, pitch your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your project, and you will begin to consider your **Research Strategy**.

For next class: Revisions and revision statements for Project 2 are due next class. Begin research for Project 3.

T. Nov. 17—**Revisions and revision statements for Project 2 are due.** Then, we will have a Library Day to continue your research for Project 3. Use this time to continue working on your research and drafts for your report. Summarize how you used your time and what you accomplished in a brief **Progress Report**. During class time today, if you have any questions or need help, I will hold conferences in my office.

For next class: be ready to present your progress and turn in your progress reports.

Th. Nov. 19—Progress Report presentations. Discuss how work is going and what needs to happen regarding work for your report.

For next class: Have rough draft ready for peer critiques. Bring 2-3 copies of your draft, and, if possible, have it available on a laptop.

T. Nov. 24—Thanksgiving

Th. Nov. 26—Thanksgiving

T. Dec. 1—Groups: Peer-critiques of reports.

For next class: Revise and edit projects. Prepare revised a draft of your project for a conference

with the instructor. Bring your notes, your draft/s, your visual aids, and a list of questions regarding any aspect of the project to discuss.

Th. Dec. 3—Conferences

T. Dec. 8—Conferences

Th. Dec. 10—Conferences

Final: Project 3 is due Tues., Dec. 15, at 2:45.