

Spring 1-15-2002

ENG 3001-006: Advanced Composition

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English 3001-008: Advanced Composition
Spring 2002

Instructor: Jerie Weasmer
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Hours: M & W 9:30-11:00

Texts: Style manual most preferred in your major area (i.e. MLA, APA, Turabian, Chicago)

Requirements: You must complete all parts of all assignments to receive credit for the class. Due to the amount of in-class exchange attendance is included in your evaluation.

Attendance: Because an absence equals one full week of classes, each subsequent absence without proof of medical or legal emergency will result in a 20-point grade drop. Perfect attendance merits 20 extra credit points.

I. Course Description

Advanced Composition 3001 centers on an advanced application of the principles of expository writing. You will explore a variety of data bases and research sources.

II. Course Objectives

In this class you will

- Become more familiar with issues in your major field. Interview experts in your area to develop a theoretical grounding and an awareness of application.
- Explore and consider a variety of perspectives on a topic in your field. Establish and defend a position.
- Develop an awareness of discourse communities. Write for a predetermined audience in your major area or in an area of particular interest to you.
- Compose papers that reflect a writing process that includes formulating a thesis, planning and drafting, revising for clarity and organization, documenting sources, and polishing.
- Share writing and give/receive feedback with classmates. Develop critical reading skills to apply to your own writing.
- Expand awareness of computer data bases for research.

III. Course Format

Response journal: Responses to a **minimum** of ten articles, one book, and four interviews on your chosen topic are required. Ideally this journal will be maintained on a 3.5 disc but an additional notebook or pocket folder may also be needed. In-class writing will also be housed in the journal.

Discussion: In-class discussions will focus on writing processes, computer data bases, response to peer essays, and questions as they arise.

Peer response: Sharing of writing at various stages of the writing process is required.

Drafting: Compose writing assignments in progression toward a publishable professional article.

IV. Course Requirements

Working portfolio

Includes all preliminary drafts of all required papers.

Entries should be dated and situated in the portfolio in the order they were written.

Final portfolio

Contains final drafts of all formal writing assignments typed and in accordance with a specific associated format (i.e. MLA, APA, Chicago).

Includes a reflective letter describing your application of class information and a self-analysis defining yourself as a writer, identifying goals and strengths, and using critical evaluation to assign yourself a grade.

Response journal

Includes responses to all assigned readings, observations, and interviews.
Houses all in-class writing.

V. Evaluation

Course grade will be determined by the following:

Analysis of occupational writing	75 points
Definition Essay	50 points
Review of the Literature	100 points
Final Article	100 points
Response Journal	100 points
Peer Response	50 points
Oral presentation	25 points
Attitude, preparedness, participation	50 points

Total	550 points

Schedule of Expectations

1/8 (3130) Introduction to course. Establish hotmail account or other broad-based account

Explore track changes and insert functions. Write. Respond.

Assignment: Begin first project. Online search on field you are researching. Attempt to establish an online contact who agrees to an interview. Seek chatrooms for individuals or professionals in the field. Explore a specific position at a particular company/business/organization. Ask for samples of the kinds of writing the individual does. Does s/he keep a planner? Use the Internet? Use e-mail? Use memos? Use formal letters? Write project proposals? Follow-up reports? Interviews and data collection should be ongoing.

1/10 Proposal due. Construct interview questions.

1/15-17 (3821) Individual conferences. Bring all interview, online research, pamphlets, and other pertinent information. If you are short of information, a trip to Career Services would be a good idea.

Assignment: Analyze the writing samples to draw conclusions regarding the kinds of writing expectations of individuals in the field of your interest. Form a thesis statement that serves as central to your findings. Use supporting quotations from your gathered data whenever possible. Draft due in hard copy on 1/24.

1/22 (3130) Project report is due when you arrive at class. Share analysis in small groups. PQP. Determine what further information is needed.

1/24 (Class will not meet) Draft and send thank you letters to your participants, and send a sample to me for assessment.

1/29 (3020) Final draft due. Drop in folder on the desk top. Silent sharing.

Assignment: As group or individual briefly interview 1-3 professors in your major area to find out (a) key issues in the field, (b) the ways in which they most use writing, and (c) the professional journals they recommend you consult. Take notes and reflect on the interview(s) in your journal(s).

1/31 Discuss discourse communities-----Examine samples

In groups examine 3-5 journals to determine discourse communities. Select **at least** three journals to analyze. Consider the title of the journal, subjects of articles, kinds of writing, vocabulary, and advertisements. Use Wilson Select and other data bases. Choose a journal that you think would be appropriate for the type of article you would like to write. Record/photo copy the criteria for publication in that journal. E-mail me a message discussing the discourse community who read this journal, the type of article you believe has a good chance of being accepted for publication to this journal, and your plan for composing an article.

Assignment: 2-3 page essay defining a specialized term or concept using the discourse community of the journal you have selected as your audience. It will be necessary to first give a literal definition/description and then go on to contextualize the term/idea within the field. Using specific examples will aid the audience in clarifying. Due 2/19.

2/5 Class will not meet—research ongoing.

2/12-14 Individual conferences on your interviews, topic, and definition papers. Journals due.

2/19 (3030) Bring **hard copy** definition essays. Share essays.

Read a **minimum** of 10 articles and a **minimum** of one book on the issue you have chosen for your article. Interview experts on your topic in person or on line. Respond as you read in your response journal and on the listserve, citing pages you are referencing.

- 2/21 Class will not meet. Work on gathering data and revising definition essay.
- 2/26 (3020) Discuss progress/concerns. Revision of definition essay due **on disk**. Silent sharing.
Assignment: Construct a review of the articles/books you are reading on your topic. Organize similar information in "chunks" and provide smooth transitions from one idea/issue to the next. Include a bibliography following your field's style manual. Respond on listserve, citing pages.
- 3/5 Continue to research your topic at the library or on the web. Remember to respond as you read. Schedule a conference if you are having ANY difficulties.
- 3/7 (3030) Share **hard copy** lit. reviews in small groups. Initial your responses.
Assignment: Revision of lit review due 3/21.
- 3/11-15 Spring Break
- 3/19 (3020) Final draft of Literature Review due **on disk**.
- 3/21 Take a position on your topic and freewrite. You may refer to notes, texts, articles if you like but it is not required. The goal is to write about your topic in your own voice. Share.
Assignment: Write a publishable article on the issue you have been researching. Be sure that your position is clearly presented and defended, using examples from your reading and interviews. Attach the publishing specifications for that particular journal.
 Expectations are that the article will be a minimum of 12 pages.
- 3/26-28 Individual conferences
 Review your efforts on the response journal, composing essays, and peer response. Compose a reflective letter and a course evaluation and deliver at your conference. Please eliminate your name from the course evaluation. Assign yourself a midterm grade based on the quality of your work and the effort you have extended. All responses to articles, books, internet sources, and interviews to date are due. (MIDTERM)
- 4/9 Class will not meet.
- 4/11 (3020) Bring article **on disk** to share. Revision due. Sign up for presentation date.
Assignment: Prepare a 10-15 minute formal oral presentation on your research such as might be presented at a professional conference. Portions may be read if necessary to ensure correctness in citing. You will be expected to dress and act as a professional addressing the audience for whom your article is intended. Define this audience for the class at the outset of your presentation. You may want to consider Power Point or other visual aids. Presentations will begin.
- 4/16-18 (3030) Oral presentations.
- 4/23-25 Oral presentations. Final article due. Also submit journal. Work on reflective letter. Course analysis.

Note: If we have not finished oral presentations, we will meet during our scheduled final time.