

Fall 8-15-2011

# ENG 3001-004: Advanced Composition

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Office hours: MWF 10:00–12:00,  
MW 3–3:30, and other times by  
appointment

581–6983 (during office hours)  
581–2428 (English Department)

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We will practice the art of writing—sentences, paragraphs, essays—with as much room for improvement as a semester allows. Some writing will be on assigned topics; some, on topics of your devising. Some writing will be practical; some will involve the mind at play. All work in the course will emphasize revision as a necessary practice in writing. (I've made fifteen small revisions in writing this description.)

In the world beyond college, you'll be the one responsible for the shape your writing skills are in. This course provides a great opportunity to get those skills in better shape now.

Requirements: The course will require dedicated daily work and considerable writing.

## TEXTS

Claire Cook, *Line by Line*

Michael Harvey, *The Nuts and Bolts of College Writing*

John Trimble, *Writing with Style*

Virginia Tufte, *Artful Sentences*

Other reading will be available as PDFs or photocopies.

You should have access to a hardcover collegiate (college-level) dictionary when reading.

## REQUIREMENTS

The course will require dedicated daily work (reading, writing, sharing work, talking), several pieces of writing, and several conferences.

# ENGLISH 3001

## ADVANCED COMPOSITION

### PROFESSOR M. LEDDY

FALL 2011



## ATTENDANCE

Be here, on time, every time. You're responsible for all assignments, whether or not you're here when they're announced.

Frequent absences will affect your grade, not through a system of points and deductions but simply because not being here will make it difficult to do the work of thinking and learning that a college course is meant to involve.

If you must miss a class, you should get in touch with me beforehand to find out what you will miss.

Photocopied pages to go with our reading will be available from an envelope on my office door.

## LATE WORK, MAKE-UP WORK

Missed work cannot be made up. Late work is acceptable only if you have my approval in advance.

## DISABILITIES

If you have a documented disability and wish to receive academic accommodations, contact the coordinator of the Office of Disability Services (581–6583) as soon as possible.

## OFFICE HOURS

Talking to professors is one of the smartest things a college student can do. Please, come in to ask questions and talk about your work in the class. If office hours don't work for you, make an appointment.

If you feel uneasy about talking to professors, read "How to talk to a professor" for potentially helpful advice: <http://goo.gl/VYSkv>.

## E-MAIL

Before you e-mail me, please read and follow the guidelines in "How to e-mail a professor": <http://goo.gl/4n6EH>. These guidelines are read all over the world and will serve you well in e-mailing any professor (assuming that your professor answers e-mail).

One guideline that you don't need to follow: you need not add your class number and meeting time to your signature. I'll know who you are. But do include *English 3001* in your subject line. That makes it easier for me to sort mail and respond to it in a timely way.

## DECORUM

The atmosphere in our class should be serious—not somber or pretentious, but collegiate and genuinely intellectual. No eating, sleeping, talking, texting, or doing work for other classes. No headphones, hoods, iPods, or phones. Electronic devices should be turned off and out of sight. Please show proper respect for our small community of learning. Any student who establishes a pattern of troublesome behavior will be asked to leave on a class-by-class basis.

## DISCUSSION

Consider what the writer Thomas Merton says about a teacher he admired (Mark Van Doren, Columbia University):

Most of the time he asked questions. His questions were very good, and if you tried to answer them intelligently, you found yourself saying excellent things that you did not know you knew, and that you had not, in fact, known before.

I like to ask questions that make people think. I also like it when people ask me such questions. Think of an in-class question not as a question whose answer you're already supposed to know but as an invitation to think. I know that this suggestion might go against the grain of much of your experience in school. You should be asking relevant questions too, of me and perhaps of one another. Asking questions is what's involved in critical inquiry.

For more on questions and discussion, read "How to answer a question": <http://go.gl/DIzaG>. (That's a capital I after the D.)

## GRADING

Your grade will be based on your writing (70%), day-to-day work (20%), and participation in class and conferences (10%).

Writing receives a letter grade. Day-to-day assignments receive numerical grades. Missing work of either sort receives a zero. Participation and conferences receive an numerical grade, an overall evaluation of the extent to which you're prepared and contributing: 100 (always), 85 (frequently), 75 (usually), 50 (sometimes), 0 (rarely or never).

To calculate semester grades, I use numerical equivalents for letter grades:

A	95	A-	92	B+	87
B	85	B-	82	C+	77
C	75	C-	72	D+	67
D	65	D-	62	F	55

Sometimes when I grade writing I'll give a grade that falls between two grades—e.g., B+/A- (89.5).

For semester grades, 90 or above is an A; 80 or above, a B; 70 or above, a C; 60 or above, a D; below 60, an F.

## EWP

Please make sure that you understand the requirements for the Electronic Writing Portfolio and that you fulfill them in a timely way. For more information: <http://www.eiu.edu/~assess/>.

## ACADEMIC INTEGRITY

The English Department's statement 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 the representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and 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 my statement concerning academic integrity:

Any breach of academic integrity—from lifting words or ideas without attribution to submitting a wholly unoriginal essay—is a serious matter and will get you a serious penalty. The Student Standards office recommends an F for the course. You will also be required to take a course in ethics administered by Student Standards, whose staff will keep your misconduct on record and notify your other professors that one of their students has violated academic integrity.

You should be familiar with Eastern's statement on academic integrity (posted in classrooms) and should ask if you have any questions about quoting from and/or documenting sources. But because the work of the course is to be an expression of *your ideas in your words*, aside from words and ideas from properly acknowledged sources, questions of plagiarism and collusion should never arise.

Do not "borrow" work or give your

work to anyone (allowing someone else to make use of your work is also a breach of academic integrity and will also get you a serious penalty, up to and including an F for the course).

## PROVISIONAL OUTLINE (WEEKS)

- 1: Thinking about writing  
Zinsser, "Writing Good English"
- 2: Harvey, Trimble
- 3: Harvey, Trimble
- 4: Readings on Google, attention, and memory; first writing
- 5: Conferences
- 6: Harvey, Trimble, readings on handwriting and typing
- 7: Cook, Tufte; second writing
- 8: Conferences
- 9: Readings on college and its discontents
- 10: Third writing, conferences
- 11: Readings on academic integrity
- 12: Fourth writing
- 13: Conferences
- 14: Repairs (revising)
- 15: Fifth writing, last things