

Fall 8-15-2011

ENG 3001-005: Advanced Composition

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English 3001 -- 005: Advanced Composition
 Fall 2011
 John David Moore
 Classroom: CH 3160
 Time: TR 12:30-1:45
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 Office Hours: TR 9:30-12:30 & by appointment
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Texts: Diane Hacker: *A Writer's Reference with Help for Writing in the Disciplines*, 6th edition.

Strongly recommended: Current editions of the *Publication Manual of the APA* or *The MLA Handbook*, depending on your major.

Course Objectives, Design, and Method: This course seeks to develop the kinds of research skills and writing techniques utilized by professional writers in general and professional writers within your academic field in particular. The course is designed to focus both on independent research writing and on group production/creation. For success in this course you must be willing to work on your own and in collaboration with other students without constant teacher intervention. You will largely be working on your own and with an assigned writing group. In the course of the semester you should learn 1) how to give and receive constructive criticism to improve your writing, 2) how to work independently and collaboratively in order to meet a deadline, 3) how to employ research processes effectively, and 4) how to revise to improve the effectiveness of your writing. During the term you will be expected to:

1. plan two research projects, the first of which will be an independent effort based on your interests in your field of study, and the second of which will be a group project exploring a topic of shared interest in your writing group and chosen from a list provided by me. Both projects will require preliminary essays in the form of detailed project proposals;
2. meet at least once a week with your writing group out of class and keep in touch with your group by e-mail for the purpose of gathering peer response on the first project and for the general purpose of collaboration on the second, group project;
3. submit professionally constructed minutes for each out-of-class writing group meeting.
4. join your writing group on a regular basis in presenting your progress and soliciting critical feedback from the whole class
5. present with your writing group one class workshop on some particular aspect of writing or research. (Topics to be announced).
6. keep and make available to me as it develops, a record of the evolution of both projects - drafts, brainstorming sheets, peer responses, e-mail exchanges, minutes of group meetings etc. - anything that depicts the process the project has gone through on its way to completion;
7. turn in two 1750-2500 word researched pieces of writing (seven to ten double-spaced typed pages), one on **Tuesday, Oct. 11** and one on **Thursday, December 8**, the last class day, and with your writing group briefly to present your final group project to the class on that day.

If you think that you cannot meet these requirements, or if you prefer an advanced composition class designed with no emphasis on collaborative, you should consider taking English 3001 at another time or with another instructor.

Policies: English 1002C is a prerequisite of this course.

I will be reading and responding to your work regularly, but I will not collect major work for grading until **October 11**. You will, however, gain some idea of your grade level prior to this date from the nature of my responses to your work on the various stages of the research project and from grades for group meeting minutes and any workshop presentations given before the due date of the first project.

Since this course exclusively involves writing and intensive discussion of that writing, you must come to class prepared with your writing group to show your work in some form, to ask questions about your project, to try out ideas, to discuss research problems and writing problems. During the stages of the first research project, you should be prepared to comment on the work of others in your writing group. Groups should arrange to get together once a week on their own to prepare for presentations and discussion by responding constructively to each group member's work. **You are in LARGE part responsible for what we discuss during our meetings, and your performance during these presentation/discussions will count in my evaluation of your work at mid-term and term end.**

I don't mind if you use the paper(s) you write for this course to fulfill other course requirements, but I suggest you inform me and the other instructor that you plan to do so.

Attendance is mandatory. **If you have more than four (4) unexcused absences from class this semester, your course grade will drop a full letter grade.** It is your responsibility to provide acceptable and prompt documentation of emergencies within one week of your return to class. If you know you will not attend, let me know before class.

Final papers must be turned in on time. No exceptions.

All drafts must be typed and/or accessible as E-Mail attachment.

Please make copies for your own use of all the material that you turn in to me. Remember to make backup copies of all electronic material.

You may use the style of documentation appropriate for your field of study when the topic and the audience you decide to write for merits this style.

There is no final examination for this course. Your course grade will be averaged from grades in the following six areas, each of which will count equally: 1) independent writing project proposal, 2) independent writing project, 3) group research writing project proposal, 4) group research writing project, 5) group workshop presentation, 6) group meeting minutes (one averaged grade), 6) general performance and class participation. The final grade may be adjusted up or down on the basis of your attendance, participation, and progress. Equitable grading of collaborative projects will be discussed and decided upon by writing groups. **NOTE: Failure to come to class with writing prepared for class critiquing and discussion will result in deductions of one-tenth of a point from the final course grade.**

Grading is managed on the following four-point scale:

A 4.0-3.6
 B 3.5-2.5
 C 2.4-1.4
 D 1.0-0.1
 F 0

English Department 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 representation of them as one's original work' -- 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."

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 Disability Services (581-6583) as soon as possible.

MAJOR DATES

8/23-8/25	Introductions. In-class writing. E-mail accounts. Setting up writing groups and meeting times. Paper proposal formats. Assignment of group workshop topics and dates. Presentation of topic ideas.
9/1	Paper proposal drafts due.
9/6	Group presentation/workshop on locating reliable and authoritative sources.
9/15	Group presentation/workshop on correct and effective use and documentation of sources.
9/20	Paper proposals due!
9/22	Group presentation/workshop on creative and effective opening paragraphs.
9/29	Group presentation/workshop on dealing with the problem of wordiness.
10/4	Full drafts of first paper due.
10/13	First paper project due!
10/18-10/20	Introduction to collaborative writing. Discussion of topic ideas.
10/25	Proposal drafts, timetables and team assignments due.
10/28	Group presentation/workshop on crafting more effective sentences.
11/3	Revised proposals due.
11/11	Group presentation/workshop on the importance of punctuation.

11/22-11/24 THANKSGIVING BREAK

12/8 LAST CLASS DAY. Final group paper project due. Brief group presentations.

12/6 Last class day. **FINAL PROJECT DUE**. Brief group presentations.

Paper Topic Proposals

The paper topic proposals due on 9/20 and on 11/3 should be carefully written essays in two parts. In the first part, describe as clearly as you can your research topic. You should have narrowed your topic to a manageable level of specificity by this time, and I will expect your opening statement to demonstrate both your early background reading and careful thinking about the topic. Please take the time to develop your ideas in as much detail as possible at this point in your search. Define specialized terms. Direct your proposal to a general audience outside your specific field of study -- perhaps this will be me and/or the people in your writing group. Provide necessary background information. Correctly cite authorities and/or sources you have used to develop your thinking on the topic and describe the sort of research materials you see yourself working with in order to complete this project. At some point in this section of the proposal, formulate your topic as a series of open-ended questions that you hope to answer during the course of your research project.

In the second section of the proposal, explain your personal connection to the topic. How will finding out answers to your questions benefit you? How will they benefit someone else -- your audience? Again, demonstrate that you have given the issues involved careful consideration.

Remember as you work on this proposal that you are at an early stage of your research project and that your thinking about the topic should change as you progress. Don't use this proposal as a platform for preconceived notions; write in as objective a tone as you can assume; be prepared to revise your position/thinking on the subject as your project progresses and you become more informed.

NOTE: The proposal for the collaborative project will basically follow the same guidelines but with further sections about the logistics of work assignments and timetables added at the time of that assignment. The collaborative project proposal should clearly describe the division of labor involved - who will be responsible for what. It should also establish a tentative timetable so that group members can be held to the completion of the steps of the project by reasonable dates.

Throughout the evolution of both projects, writing groups will be responsible for turning in weekly minutes of group meetings. These should be sent to me by E mail ASAP after each meeting. Group meetings should open with progress reports which will be incorporated into the minutes. The idea here is to keep an accurate and detailed record of the process involved in the creation of the written pieces - individual and collaborative - that you will turn in the course of the semester. When it comes to the collaborative project, this record will also help provide an idea of whether or not all group members are pulling their weight in the labor. At semester's end, slackers will be subjected to long and painful public embarrassment.

A NOTE ON WORKSHOP/PRESENTATIONS: Power points usually suck! If you're using it, don't let it do your job for you. Remember, you should approach this as team-teaching a class for at least a twenty minute session. Try to incorporate effective activity and participation.