

Fall 8-15-2009

ENG 3001-007: Advanced Composition

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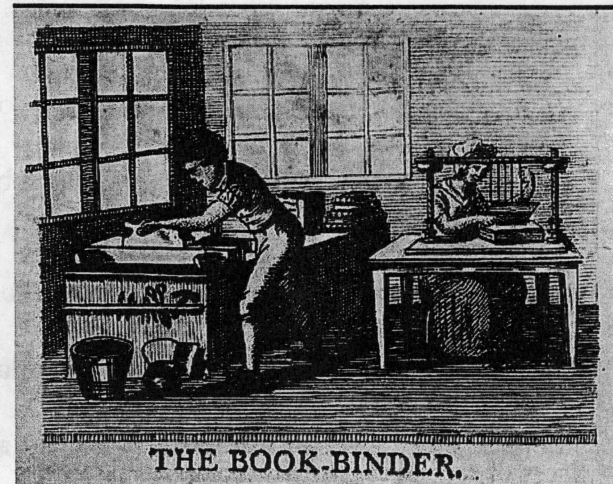
3001-007

ADVANCED COMPOSITION
English 3001 Section 7

Fall 2009 / TTh 17:00 - 18:15 pm / 3150 Coleman

Professor: Wharram
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Office: 3010 Coleman, 217-581-6318
Office Hours: TTh 10:00-12:00; 14:00-15:15;
18:15-19:00
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This course emphasizes practice in three things: the clear exposition of ideas, the grammatical and stylistic command of writing, and reading in a focused, sustained, and engaged way. Often working outside of class—independently and within groups of peers—you will exercise your skills in effectively communicating through writing. You will apply problem-solving skills, provide peer-review criticism, and determine the division of labor within groups to construct projects related to your academic and professional interests.



As in all writing classes, the written word rules here. We will examine how good writing looks (grammar), how it sounds (style), and where it goes (audience-oriented rhetoric). Over the course of the semester, you will produce essays through stages of brainstorming, drafting, and fleshing out theses. You will not do this alone, of course. This is a workshop course, which means that, much as in the world outside the university, you will be writing for an audience larger than your professor. You will receive and offer feedback on fellow students' work. In these feedback loops, you will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments.

IMPORTANT NOTE: This is a writing-centered, writing-intensive course. You will do a lot of writing and responding. If you foresee difficulty in attending class or meeting within groups regularly this semester, you should reconsider taking this course. See the attendance policy below.

REQUIRED TEXTS

Bartholomae, David, and Anthony Petrosky. *Ways of Reading: An Anthology for Writers*. 6th ed. New York: Bedford/St. Martin's, 2003.
Bennett, Scott. *The Elements of Résumé Style*. New York: AMACOM, 2005.
Hacker, Diane. *A Pocket Style Manual*. 3rd ed. New York: Thomson, 2000.
Nhat Hanh, Thich. *The Miracle of Mindfulness*. Boston: Beacon P, 1987.

Truss, Lynne. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham Books, 2003.

Webster's English Language Desk Reference: The All-in-One Dictionary, Thesaurus, Vocabulary Builder, And Grammar Guide. New York: Random House, 2005.

COURSE GOALS

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. Now that you are writing at the university level, you should be able to:

- **revise, revise, revise** your writing so that it is grammatically sound and logical
- **reflect** upon your own beliefs and consider the viewpoints and arguments of others
- **construct** effective résumés and letters
- **communicate and collaborate** productively in both oral and written encounters
- **understand and evaluate** scholarly literature in your field of expertise
- economically **incorporate** and correctly **document** outside sources of ideas and information

COURSE POLICIES FOR ADVANCED COMPOSITION

Plagiarism

Plagiarism will not be tolerated and will result in a failing grade for the course.

I will follow the departmental policy on plagiarism, and report all cases to Judicial Affairs:

“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 own 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 assignments, of a **grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.**”

Grades—See the Attached Grading Rubric

- 10% Participation
- 20% Project 1: Argumentative Paper
- 25% Project 2: GROUP PROJECT: Literature Review, Analytical Paper, and Presentation
- 25% Project 3: Annotated Bibliography and Paper Proposal
- 10% Self, Peer, Group Assessments; In-Class Assignments; Short Papers
- 10% Vocabulary and Reading Tests

As you can see, the bulk of your grade is based on your writing. You will write one formal paper, which includes a draft and two peer-editing sheets for your partners in class. I will use the attached grading rubric for your paper.

For shorter assignments, I will use the check-mark system. I will mark your paper draft, peer-editing sheets, and in-class assignments on a scale of $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$, and $\sqrt{--}$.

- $\sqrt{+}$ = excellent work that is strongly engaged, on-topic, and very well-written
- $\sqrt{}$ = satisfactory work that is on-topic and cleanly written
- $\sqrt{-}$ = work that shows little engagement, is off-topic, and/or is hurriedly written
- $\sqrt{--}$ = work that shows little understanding of the topic and/or is too short

Conferences

As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work. You should be prepared to ask questions about assignments I have returned, or assignments that you are writing for the course.

Late Policy—All Assignments Are Due at the Beginning of Class

I'll say it twice because it bears repeating: all assignments are due at the **BEGINNING OF CLASS**. **I will not accept late assignments.** Two exceptions:

- 1) Turning in a **LATE DRAFT** of an assignment means that
 - a) you will not receive written feedback from the professor
 - b) you will not be able to make up peer assessments (if you miss these days)
 - c) you will receive a lower grade on the final version of your assignment
- 2) For the **FINAL VERSIONS OF YOUR THREE PROJECTS**, you will lose a full grade for every day past the due date. Thus four days late means an "F" or a "zero."

Tests, In-Class Assignments, and Grammar

You cannot make up a test, grammar assignment, or other in-class assignment after the class period in which it is administered.

Attendance and Participation

Participation is key. It means more than simply being present in class. It means being prepared, thoughtful, respectful of others, engaged, and fruitfully open to criticism. Because you are adults who have signed up for this course, I expect that you attend class. Do not bring excuses for missing class. **The professor does not need for you to document or explain your absences. If you miss five or more classes, you will fail the course.** For each class, I will note who attends and participates. Those who are "on" and present, ready for thoughtful discussion throughout the semester, will receive high participation grades. Accordingly, those who do not, will receive very low participation

grades, up to and including “zero.” **Bring your textbooks to class and be prepared for discussion.** In addition, see again the two sections above—“Late Policy” and “Tests, In-Class Assignments, and Grammar”—as you cannot make up any missed assignments, including tests, in-class assignments, and grammar.

Respect

Because you have chosen to be in a university classroom, you must show respect for your professor and fellow students. Turn off your cell phone and any other electronic device. I *will* lower participation grades aggressively for those who show disrespect for others by leaving cell phones on, texting, or snoozing.

Emailing

I want to get to know you and your work this semester. Thus I ask that you call me or stop by my office during office hours (or other scheduled times) so that we can talk. **DO NOT EMAIL ME TO ASK FOR AN “UPDATE” ON MISSED ASSIGNMENTS, OR TO EXPLAIN AN ABSENCE.** I will assign working groups so that you can contact group members for notes and missed work.

Required Paper Format

- Paper-clip or staple sheets
- Include page numbers
- Use 12-point Times New Roman font, double-spaced lines, and one-inch margins
- Use correct MLA (Modern Language Association) format for all quoted material
- Include a Works Cited page

Professor Wharram / English 3001.6: *Schedule of Classes*, first half—subject to revision

The schedule for the second half of the course will be distributed at a later date.

W = *Ways of Reading* ; DR = *Webster's English Language Desk Reference*

WEEK ONE

- Tu 8/25 Introductions; Writing groups
- Th 8/27 1) Eric Schlosser, “Introduction,” from *Fast Food Nation* (handout)
 2) “Introduction: Ways of Reading” (W 1-18)
 3) VOCABULARY TEST (LESSON 1): Common Latin Roots, words: “captive”
 through “repulse”—25 words total (DR 170-72)

WEEK TWO: THE META-CRITIQUE

- Tu 9/1 1) Walker Percy, “The Loss of the Creature,” **Part I** (W 587-95)
 2) DUE: Short Paper: Defining Terms
- Th 9/3 1) David Guterson, “Enclosed, Encyclopedic, Endured: The Mall of America”
 (handout)
 2) VOCABULARY 2: Common Greek Roots, “epidemic”-“cognition”
 (DR 172-74)
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WEEK THREE

MONDAY 9/7—Deadline to drop course without a grade

Tu 9/8 Walker Percy, "The Loss of the Creature," **Part II** (W 595-601)

Th 9/10 1) WRITING: Thesis, Part I: "Seems to be about x but could also be (is 'really') about y" (handout)

2) VOCABULARY 3: Other Places, Other Faces **and**
VOCABULARY 4: The Breath of Life (DR 174-78)

WEEK FOUR

Tu 9/15 INDIVIDUAL CONFERENCES in my office, 3010 Coleman
Reading for the week: Scott Bennett, *The Elements of Résumé Style*, and
John Berger, "Chapter 7" of *Ways of Seeing* (handout)

Th 9/17 Conferences continued

WEEK FIVE: THE PERSONAL CRITIQUE

Tu 9/22 1) **DUE: Project One: Argumentative Paper**
2) read Scott Bennett, *The Elements of Résumé Style* (1-51)

Th 9/24 1) **DUE: your résumé and job cover letter**
2) WRITING: Thesis, Part II: Testing the evolving thesis (handout)
3) VOCABULARY 5: The Years of Wonder
VOCABULARY 6: Man of the World
VOCABULARY 7: Know Thyself (DR 178-84)
