

Fall 8-15-2003

ENG 3001-001: Advanced Composition

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Watkins, Ray, "ENG 3001-001: Advanced Composition" (2003). *Fall 2003*. 93.
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3001-001

[3001-001](#) [Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)

Course Policies: English 3001 Section 01: Advanced Composition, Fall 2003

Instructor: Dr. Ray Watkins

Class Times: Monday, Wednesday, and Friday 9 to 10

Location: Coleman 3120, Computer Room, and 3130, Lecture Room

Note: We will be in the Computer Room on odd-numbered weeks, starting with week one, and in the Lecture Room on even numbered weeks, starting with week two. See your Syllabus for more details.

Office: Coleman 339 K/3010

Office Hours: Mondays 2-4, Wednesdays and Fridays, 11 to 12

Email address: jrwatkins@eiu.edu

Textbooks:

A Writer's Reference, Hacker

Technical and Professional Writing, Kennedy and Montgomery

Essays available from Booth E-Reserves: <http://library.eiu.edu/ereserves/ereserves.asp>

"Fieldwork in Common Places," Pratt

"White Privilege and Male Privilege: Coming to See Correspondences Through Work in Women's Studies," McIntosh

"Confronting Class in the Classroom," hooks

"Writing Scholarly Papers as Team," Davidhizar and Dowd

"The Softening of Business Communication" Hunter

"The Reciprocal Relationship of Workplace Culture and Review," Kleimann

On your Course Resources Page: Chart: Differences Between Literary and Business English, McKeown

Course Policies and Procedures

Goals: English 3001 is an advanced composition course in intellectual investigation, analysis, and argumentation that will enhance your understanding of academic and professional writing and give you practice in producing both. Our subject matter is the world of work, and the place of writing and ideas in the modern workplace. As an advanced course in writing, we will necessarily focus on honing your editorial and copy-editing expertise, from initiating and designing a research project to an oral presentation of your initial findings to a finished report.

Our goals include the refinement of skills in the following areas:

1. Using bibliographic and field research -- improve your knowledge of how libraries work and how to use them; improve your knowledge of how to go out into the world and collect information relevant to your interests as a researcher. In addition to extensive on-site workplace research, including but not limited to interviews and observations, you will familiarize yourself with library resources (reference materials, on-line catalogues, periodical indexes, electronic databases, etc.) and online information. Reasoned arguments are dependent upon knowing how to find, evaluate, and then use good information. In addition to learning how to find information, you want to improve your skills in using that information. You cannot make use of an article or essay if you cannot summarize its basic argument and identify how it is constructed. Whatever you find in your field research must be compiled, organized, and written up in a coherent manner. Therefore, using research means finding materials, and knowing how to understand them and incorporate them into your own writing. Incorporating research materials includes knowledge of appropriate documentation styles, as well. There are several of these standardized documentation styles; we will be using MLA, but if you have a strong preference for another style (APA, for example) you are welcome to use that.

2. Critical reading -- improve your ability to read critically, to question, and to evaluate what you read. In order to be a more critical reader, you have to participate in what you are reading, actively deciphering the argument in all its parts rather than passively receiving strings of words. Active participation in this course will help to improve your ability to summarize what you read and then to evaluate the claims and assumptions on which the argument is based. In this course you will be required to do more than simply read and then regurgitate what you have read, you will be asked to read, and then using your understanding of the ideas you have gathered through your reading, test their validity and explanatory power. Although you will be given the chance to express your own opinions frequently in this class, the process of reading, thinking, data collection and analysis we are going to be learning is very different from simply "saying what you think" or even "presenting the facts." Writing of all kinds is less about opinions and facts per se and more about reasoned arguments. Knowing how to recognize and produce persuasive discourse is key to success in our class, in college, and beyond.

3. Constructing arguments -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading as I have described it above. The better reader you are, the better writer you can be. Again, one of our aims is to learn to distinguish between an opinion and a reasoned argument based on carefully constructed texts, evidence, and so on. A major challenge of this course lies in learning to weave together disparate sorts of information and data, gathered from the field as well as from texts. Arguments that consist of evidence of more than one kind, I believe, are both more persuasive and more engaging.

4. Collaborative learning -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of your success in this course will depend on the process of drafting and peer critiques. You will practice forming honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned from your own self-critique and that of others.

5. Clean, smart prose -- improve your ability to write clear and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend a lot of time talking about why so-called grammatical prose is so important to your success in college and in life.

Major Writing Assignments:

A. The primary writing tasks of our course are collectively called the Writing in the Wild research project. This project includes several important writing assignments, including but not limited to:

- A Research Log and Six Reading Charts
- An Institutional and Biographical Portrait /Proposal
- Interview Questions and an Interview with your Writer/Research Participant
- A List of Preliminary Research Questions
- An Annotated Research Bibliography
- An Oral Report
- A Final Report

B. Peer Critiques: You will produce the following helpful, effective, 500 to 600 word critiques:

- On a Draft Portrait / Proposal
- On an Draft Formal Report

C. Self-Commentaries: You will produce the following informative and insightful 500 to 600 word self-commentaries:

- Introduction to the Writer-Researcher
- Mid Term Writer-Researcher Check
- The Writer-Researcher: On the Semester as a Whole

For details on each of these assignments please review your Course Resources page. Your final report must be based on fifteen to twenty hours of fieldwork over the course of the semester, including observation of your writer/research participant "in the wild"; interviews with your writer/research participant, and with at least two other participants in the writing and/or writing process of your writer/research participant; and on a critical analysis of your findings based in your own research (see your Table of Contents for a complete list of major writing assignments). The finished report will be between 2000 and 2500 words, and include three cited sources that we have not discussed in class.

You will be asked to do research into several key issues relevant to writing in the workplace in contemporary society, including but not limited to collaborative and individual writing processes, the ways that class, race, and gender shape writing and writers, and the contrast between so-called business and literary styles of writing. You will be introduced to these issues through reading assignments and class discussions.

Grades: Your final grade will be determined as follows:

Research Log / Reading Chart Grades: 10%

An Institutional and Biographical Portrait: 10%
Interview Questions / An Interview with your Writer/Research Subject: 10%
Preliminary Research Questions / Annotated Research Bibliography: 10%
An Oral Report: 10%
A Final Report: 20%
Average of Three Self Commentaries: 10%
Average of Two Peer Critiques: 10%
Miscellaneous Course Participation / Web Site Portfolio: 10%

Other matters:

E-Mail Activity: Enrollment in this class requires an EIU e-mail account, and you must check it frequently, preferably every day, for messages pertaining to the course. You will also use this account to set up and use your own course web site (the web portfolio). E-mail is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments.

Regarding the Writing Center: Collaborative services at the EIU Writing Center are free and students may drop in or schedule appointments during working hours. I would strongly recommend that you make use of this service. Collaboration, as we shall see over and over again, is key to success in any research or writing project.

Classroom Environment: In class, I expect all of you to participate in discussions. The best way to demonstrate that you are an active, engaged, and interested reader, writer and researcher is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via e-mail--chances are that other people have the same question. I do not plan to lecture in this class; I want us to contribute together to a positive, challenging, interesting learning environment.

Finally, you must also be willing to give and receive constructive, insightful, frank criticism! I'm sure that all of you will work very hard on your projects, but try not to let criticism of your work hurt your feelings, and don't hold back from offering helpful advice because you think it might hurt someone else's feelings. (Also, please do not chew gum or eat food during class, activities which are too distracting to others--drinking beverages is okay. Finally, no caps, please, but if you want to wear one, turn it backwards so I can see your eyes.)

Attendance Policy: I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the daily schedule. If you have more than four absences this semester, your course grade will drop a full letter grade for each absence beyond four. Also, missing a scheduled conference meeting without prior notification will result in the automatic lowering of your grade for the current project by ten points. Call or write to me via e-mail if you have to miss a conference; I will do the same if I have to reschedule. Regarding tardiness: this is a small class, so late arrivals are disruptive--if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. If you will not be able to arrive for this class on time because of other commitments, drop it and take another section. Finally, you are responsible for all assignments, whether you attend class or not. Get the telephone number of one or two other students in class so you can find out about missed assignments before you come to class. You can also use our course Student E-mail Page

to find email addresses.

Academic Honesty: I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. It is your responsibility to familiarize yourself with the English Department's policy 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' (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 course, and to report the incident to the Judicial Affairs Office.

[3001-001](#) [Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class](#)
[Resources](#) | [Student Websites](#)

[3001-001 Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)

Fall 2003 English 3001 Section 001 Syllabus

Meets Monday, Wednesday, and Fridays 9 to 10 AM

Weeks 1 to 4: Backgrounds, Portraits and Proposals

Week One, Computer Room (CH 3120): August 25–29

M Introduction to the Course and to Each Other: the Writing in the Wild
[FAQ](#)

Note: Bring Disc, E.I.U. email address and password to class on Friday; send required introductory e-mail message to the course discussion list; carefully review all course materials available on the website. If you don't have your EIU account up and running, and your password/user name by Friday, there is no reason to come to class. Please note that the central task of this course is an ethnographic on-site research project. Consequently, you must identify a primary research contact/subject by Friday, September 5. At that time you will be asked to turn in a one-paragraph planning document, outlining who you wish to study and why. Begin thinking about and locating your research contact/subject today, you have less than three weeks to complete your arrangements. Additionally, periodically you will be asked to turn in a Research Log/Schedule in which you list the times you have conducted on-site research, as well as your future plans, etc. As you investigate and decide on a research subject/worksite, keep notes so that you can enter them into your research log.

Homework: One paragraph on "The Kind of Writer and Writing I Want to Investigate, Why, and Where I Might Find Him or Her" (due Friday, August 29) in hard copy. Also: verify and/or set-up EIU email account and website, locate the Academic Worksite and your course page, print out syllabus and any other materials you feel you need in hard copy. Send me an email to this effect: jrwatkins@eiu.edu. Read, "Getting Started: [Introduction to the Writing in the Wild Research Project](#)," review, "Project Overview: [Assignment Table of Contents](#)," "Sample [Research Log](#)," and "Institutional and Biographical [Proposal / Portrait](#)," all available on your E3001–003 Fall 2003 Class [Resource Page](#). Last, buy a new disc, label it 3001 Web Site and bring it to class on Wednesday. Note that the first draft of your Portrait / Proposal is due September 19.

Reading for next class: The College Writer's Reference (CWR), Chapter 11

Note: Chamber of Commerce Sites and City Hall Sites also available on your Course Resources page may help you locate a research participant and worksite.

W Introduction to the Research Project; technology worksheet, "Questions With Which We Begin," (answers posted to course list over the weekend)

Exercise: Keeping a Research Log. See sample online Research Log

Homework: Read, CWR, Chapters 17 and 18; Review "Computer Software and Computer Labs at E.I.U.," "Arranging Folders and Files On Your 3001 Disc," "Subscribing to the Class Email List," and, "Developing Your Research: Sample Reading Chart," all available on your E3001 Fall 2003 Class Resource Page.

F Introduction to the Technology; Basics of Writing for the Web: Web Browsers, File Transfer Protocol (FTP) and Hyper Text Mark-up Language (HTML/HTM). Keeping a Reading Chart, Booth Library E-Reserves and the class password

Note: Post Technology Answers to List Over Weekend

Reading for next class: Technical and Professional Writing (TPW): Ch.6, "Solving Problems Through Proposals;" CWR, Chapter 3

Week Two Lecture Room (Coleman 3130): September 1–5

M No Class: Labor Day

W Writing Workshop: Research Plan, Portraits and Proposals, Reading Charts

Reading for next class: "Fieldwork in Common Places," Mary Louise Pratt, available through Booth Library E-Reserves; and CWR, Chapter 14

Note that your Research Plan is due this Friday, September 5, and the first draft of your Portrait / Proposal is due September 19.

F Writing Workshop: Portraits and Proposals, Fieldwork and Evidence

Research Plan Due Friday September 5

For next class: TPW: Ch.5 "Collaborative Writing and the Uses of Technology," and "Portrait / Proposal Peer Critique"

Week Three, Computer Room (CH3120): September 8–12

M Technology Workshop/ Exercise: Reading Charts; sample based on TPW, Ch. 5

W Open Technology Day

For next class: "Self Commentaries: The Reflective Practitioner;" CWR, Chapter 5. Note that first self-commentary is due September 26

F Writing Workshop: Self-commentary

Reading for next class: "White Privilege and Male Privilege: Coming to See Correspondences Through Work in Women's Studies," Peggy McIntosh (available through Booth Library E-Reserves). Note, the McIntosh reading is your first reading chart assignment as well.

Week Four, Lecture Room (Coleman 3130) : September 15–19

M Discussion: Race and Gender and the Workplace; Exercise: Using a Reading Chart

Reading for next class: "Confronting Class in the Classroom," bell hooks; hooks is the second reading chart

W Discussion: Class, Classrooms and the Workplace; Exercise: Using a Reading Chart

Reading for next class: CWR, Chapter 10

F Writing Workshop: Peer Critique on First Draft, Portrait Proposal (Peer Critique Due Wednesday September 24)

September 19: First Draft, Portrait/Proposal Due

Note: Portrait/Proposal Peer Critique Due September 24; Self-commentary One Due September 26; Final Draft, Portrait/Proposal Due October 3

For Next Class: Reading for next class, "Writing Scholarly Papers as Team," Davidhizar and Dowd, available from Booth E-Reserves. This is for your third reading chart.

[3001-001 Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)

[3001-001 Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)

Fall 2003 English 3001 Section 001 Syllabus

Meets Monday, Wednesday, and Fridays 9 to 10 AM

Weeks 5 to 10: Research

(From Syllabus Weeks One to Four: Reading for next class, "Writing Scholarly Papers as Team," Davidhizar and Dowd, available from Booth E-Reserves)

Week Five, Computer Room (CH3120): September 22-26

M Discussion/Exercise: Collaboration

Reading for next class: "The Softening of Business Communication" Hunter; reading chart four

W Writing Workshop: Interviews and Language

(Note that Interview Questions are Due on October 10 and the Interview itself is due on October 24.)

Reading for next class: TPW: Ch.1 "Professionalism and Problem Solving"

Portrait/Proposal Peer Critique Due; Research Log and Reading Charts, Check One

F Writing Workshop: Interviews and Professionalism

Reading for next class, "The Reciprocal Relationship of Workplace Culture and Review" Kleimann; reading chart five

Self-commentary One Due

Week Six, Lecture Room (Coleman 3130): September 29-October 3

M Discussion: Kleimann, Review and Revision

Reading: "The Reciprocal Relationship of Workplace Culture and Review"
Kleimann

W Discussion: Kleimann, Review and Revision

Reading for next class: Chart: "Differences between Literary and Business English," available on Course Resources page; reading chart six

F Discussion: Literary v. Business English

Reading for next week: CWR, Chapters 12, 13 and 15

October 3: Final Draft Portrait/Proposal Due

Week Seven, Computer Room (CH3120): October 6–10

M Open Technology Day

Reading for next class: CWR, Chapters 12, 13 and 15

W Writing Workshop: Preliminary Research Questions and Annotated Bibliography; Research on the Web; Conference Sign Ups; Note that Preliminary Research Questions are due October 31; Annotated Bibliography due November 7

F Open Technology Day / Conferences

October 10: Interview Questions Due; Note that final Interview is due October 24

Week Eight, Lecture Room (Coleman 3130): October 13–17

M Conferences

W Conferences

F: No Class Fall Break

Reading for next class: TPW: Ch.13 "Solving Problems Through Oral Presentations;" CRW, Chapters 6 and 8

Week Nine: Computer Room (Coleman 3130), October 20–24

M Discussion: Oral Presentations

W Discussion: Preliminary Research Questions and Annotated Bibliographies

Reading for next class: TPW: Ch.9 "Solving Problems Through Policy Statements, Manuals, and Procedures"

F Discussion: Policy at your Worksite

October 24; Interview Due

Reading for next class: CWR, Chapters 9 and 10; Review, "Self Commentaries: The Reflective Practitioner." Note that the second self-commentary is due November 14.

Week Ten Lecture Room (CH3120): : October 27-31

M Writing Workshop: Self-commentary Two

For next class: TPW: Ch.12 "Solving Problems Through Document Design," and CWR, Chapter 17

W Writing Workshop: Document Design

F No Class

October 31, Preliminary Research Questions Due

For next class: TPW: Ch. 3, "Rhetorical Problem Solving," review, "Final Report Format"

[3001-003 Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)

[3001-001 Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)

Fall 2003 English 3001 Section 001 Syllabus

Meets Monday, Wednesday, and Fridays 9 to 10 AM

Weeks 11–16: Reports

(From Syllabus Weeks 5 to 11: For next class, TPW: Ch. 3, "Rhetorical Problem Solving," review, ["Final Report Format"](#))

Week Eleven, Computer Room CH3130: November 3–7

M Writing Workshop: Final Reports

W Open Technology Day

F No Class

November 7 Annotated Bibliography Due

Week Twelve, Lecture Room (CH 3120): November 10–14

M Conferences

W Conferences

Research Log/ Reading Charts Check Two

F Conferences

Self-commentary Two Due November 14

Reading for next week: **CWR**, Chapters 20, 21 and 22; review: ["Final Report Peer Critiques Step by Step"](#)

Week Thirteen, Computer Room (Coleman 3130): November 17–21

M Open Technology Day

W Open Technology Day

F Open Technology Day

Week Fourteen: Thanksgiving Break, November 24–28

Week Fifteen, Computer Room (CH3130): December 1–5

M Open Technology Day

Read: **CWR**, Chapters 20, 21 and 22; review: "[Final Report Peer Critiques Step by Step](#)"

W Writing Workshop: Peer Critique on the Final Report First Draft

Draft One Final Report Due

F Oral Reports

Week Sixteen, Computer Room (CH3130): December 1–5

M Oral Reports

W Oral Reports

F Oral Reports

Peer Critique Final Report Draft One Due

Week Seventeen, Finals: December 8–12

Note: Final Draft of your Final Report, Third Self-Commentary, and the final version of your Website are due next Wednesday, December 17 by 9AM, on the Internet. At that time I will also give you your final Research Log/ Reading Charts grade as well. There will be no final exam for this course.

[3001-001 Home](#) | [Syllabus](#) | [Policies](#) | [Assignments](#) | [Class Resources](#) | [Student Websites](#)