

Fall 8-15-2007

ENG 3001-006: Advanced Composition

Linda Coleman
Eastern Illinois University

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3001-006

Linda Coleman
Coleman Hall 3562
581-5015; lscoleman@eiu.edu
Office Hours: MWF 10-11
Also by Appointment

English 3001—006—Fall 2007 (11-11:50 a.m.)

Textbooks

- Coleman & Funk, *Professional and Public Writing (PPW)*
- Fulwiler and Biddle, *A Community of Voices (COV)*
- Hacker, *A Writer's Reference*, 6th ed. (WR)
- A standard college dictionary

Policies and Assignments

1. **Writing:** We'll be doing lots of it--in class and out of class! Some of your writing will be "writing to discover"--writing intended to help you to stimulate thought and reflection, to clarify a thought, to expand an idea. At others times you will be writing to communicate your thoughts to others--to me, to members of your writing group, to other students in your major. The goal is for you to discover what it means to be a good writer in your major and ultimately to analyze writing that is typical of a successful professional writing in your field.
2. **Format:** For ease of file exchange and instruction, please compose all out-of-class writing in MS Word (double spaced). Include your name, section number, the date, and the title on each project. We will discuss the submission process in class.
3. **Revisions:** To receive credit for the class, Writer's Profiles 1 & 2 must be revised according to the system we will discuss in class and should be returned to me no later than one class period after they are returned to you (unless other arrangements have been made).
4. **Late papers:** It is extremely important to keep pace with the assignments and the group activities, and so I ask that all papers and group assignments be turned in on their due dates unless we have made other arrangements. In an emergency situation, please contact me as soon as possible. An unexcused late essay will be graded down one-half letter grade for each class period that it is late. Late group assignments will lower your "group grade." All assignments must be completed and Essays 2 and 3 must be completed using the peer group in order for you to receive a passing grade in the course.

5. **Plagiarism:** Respect for other writers' words and ideas is a core value in this class. We'll discuss intellectual honesty and strategies for achieving it throughout the semester, but here is the basic English Department policy that we will follow:

"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 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."
6. **Attendance:** Class participation is essential to becoming a better, more able, and responsible writer and collaborator—this includes being fully prepared for and taking part in class discussions and in-class exercises. In general, if you have a problem, please call me, email me, or come in to my office to see me as soon as possible. More than three unexcused absences will lower your group/class participation/exercise grade to an F. As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." Please provide me with a brief memo (e-mail is fine) **and** an appropriate form of documentation when an excused absence occurs. Also, please be on time--a significant pattern of tardiness will also affect your group/class participation/exercise grade. [Note: If you miss an assigned conference, this generally counts as three class absences.]
7. **Grading:** The essays assigned in the course are sequential and increasingly challenging. The goal is to strengthen existing abilities and then to use these to develop new ones. Given this course structure, essays and writing produced at the end of the semester will weigh more heavily in determining your final grade; in addition, I will consider the success of your revision process, your group participation, and your class participation: Writer's Profile 1=10% ; Secondary Resources Report=10%; Writer's Profile 2 =20%; Essay 3=35%; group and class participation, as well as in-and-out-of class exercises=15%; Revisions of Essays 1 & 2=10%. Extra Credit: Journal (a total of at least 28 entries; no partial credit--all entries must be completed) =10%.
 - There is no final exam in 3001.
8. **Writing groups:** Both in college and in the work world, collaboration is a common and effective way to improve your own and your peer's writing or to produce a common document. We will discuss the actual process of writing groups in great detail when the time comes. It is an essential part of the course which requires concern and careful attention on the part of all group members. Your efforts will be repaid many times over. When final Writer's Profile 2 and Essay #3 are turned in, all drafts, prewriting, and group critiques must be turned in as well.

9. **Extra Credit Writing Journal:** I would like you to encourage you to keep a writing journal this semester. It's meant as a place to reflect on and improve your writing process and insights into writing in your field. Many students have reported this activity as among the most valuable in the class. Plan to write entries of no less than 300 words (focusing on a single point/idea--this is not a freewriting journal) and to write a minimum of two entries per week. One entry must focus on the writing process and the other may focus on any topic you feel is more generally relevant to this class. "Writing process" entries might include responses to class discussion, to the writing groups, to our readings. You also might reflect on writing in other classes, especially in your major--i.e., the types and quality of writing in textbooks, the types and intentions of papers, the goals of handouts, your goals or strategies for certain assignments. I'll try to make additional suggestions as the semester goes along. I will collect your journal at various times during the semester, but the writing here is mainly for your use, so I will not be reading it as a "finished product" where polished editing and attention to audience are more important. All I ask is that you take it seriously, that you do it regularly, and that I can read it! A total of 28 entries must be completed to receive a C or better on this assignment.
10. **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.
11. **Office Hours:** Please feel free to drop in during my scheduled hours--or to request an appointment. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question!

• English 3001 is a Writing Centered Course. If you plan to use one of the out-of-class essays for your Electronic Writing Portfolio (EWP), please talk with me by midterm. Seniors graduating this semester should be aware of an early November deadline for final semester submissions. Additional information and forms are available at

<http://www.eiu.edu/~assess/ewpmain.php>

Additional resources:

- http://www.eiu.edu/~english/student/documents/Field_Guide_to_Writing_2006.pdf
- <http://owl.english.purdue.edu/>

Fall 2007

**English 3001—Getting Started
(DUE TO ME BY 5 P.M. AUGUST 24TH)**

Using the email account you check most regularly, please send me an email message (lscoleman@eiu.edu) with the following information:

- **Your name, section number, major, minor (if any), home and school addresses and phone numbers.**
- **Your goals for English 3001 and what part you see/imagine writing playing in your future professional and civic goals (Please give this some time and careful consideration—and be as specific as possible)**
- **Your familiarity with word processing and computer use in general**
- **An acknowledgement of having read and agreed to the policies in the course syllabus.**

If you have any questions, please feel free to ask them in the email, in class, or after class.

Plan to check this account on a regular basis.

English 3001--006

Section 1: The Writer's Toolbox

Week 1

M 8/20—Introductions; Assign email introduction

W 8/22—*PPW* chpt. 1; Complete “Writer’s Workshop” p. 18 before class (this will be turned in); **[REMEMBER THAT YOUR EMAIL INTRODUCTION IS DUE TO ME BY FRIDAY AT 5 P.M.]**

F 8/24—*PPW* pp. 19-26; prepare “Writing Activity” p. 20 in your notebook before class
[Thinking Ahead: Check out the 8/29 assignment so you can do the background work in time]

(Journal ideas: Reflect on what makes your writing successful and/or on the types of writing you have been called on to do in your college career; examine what has helped you to succeed when you were required to do writing you did not especially look forward to doing.)

Week 2

M 8/27— *PPW* 27-37

W 8/29--Writing Groups assigned; complete “Writing Activity” #1 p. 28 for today; Assign **Writer’s Profile #1** (*PPW* 38-39)

F 8/31--Compose **Writer’s Profile #1** in class

*(Journal ideas: Consider your goals for this class; reflect on previous journals/diaries/notebooks that you have kept or been asked to keep; See *PPW* p. 28 #2, p. 24 #3, p. 32 #1 or 2 and “Writer’s Workshop” pp. 34-35 #1 or 2)*

Week 3

M 9/3—No Class

Section 2: Working and Writing in Your Profession--Practicing Primary Research

W 9/5-- *COV* 324-330 & 654-658; *PPW* 41-44; “What Corporate America Can’t Build” (handout)

F 9/7—*PPW* 44-49; Complete “Writing Activity” #2 p. 49 before class and bring analysis to class; Bring *COV* to class to clarify 9/10 reading assignment

(Journal Ideas: What other genres are you being asked to use this semester? Analyze the kinds of writing, the types of audiences, etc.)