

Fall 8-15-2003

ENG 3001-010: Advanced Composition

Donna Binns
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2003



Part of the [English Language and Literature Commons](#)

Recommended Citation

Binns, Donna, "ENG 3001-010: Advanced Composition" (2003). *Fall 2003*. 102.
http://thekeep.eiu.edu/english_syllabi_fall2003/102

This Article is brought to you for free and open access by the 2003 at The Keep. It has been accepted for inclusion in Fall 2003 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 3001: Advanced Composition

Instructor: Donna Binns

Office: 3851 Coleman Hall

Office Hours: MW 10:00 a.m. to 11:00 a.m.; MWF 1:50 p.m. to 2:50 p.m.

Office Phone: (217) 581-6299

Email: cfdjb@eiu.edu

Course Description: Advanced Composition 3001 centers on an advanced application of the principles of expository writing. This course offers opportunities to explore a variety of research sources and genres of writing. Attention will be given to analyzing writing situations, including the purpose for writing, assumed audiences, and appropriate styles and tones. This course also offers opportunities to practice drafting, evaluating, and revising written texts.

Course Objectives

- Become more familiar with issues in your major field.
- Explore and consider a variety of perspectives on a topic in your field. Establish and defend an argument
- Develop an awareness of genre and audience. Write for a predetermined audience in your major area or in an area of particular interest to you.
- Compose papers that reflect a writing process that includes formulating a thesis, planning and drafting, revising for clarity and organization, documenting sources, and polishing.
- Share writing and give/receive feedback with classmates. Read carefully and critically, both your writing and the writing of others. Develop critical reading skills to apply to your own writing.

Required Texts:

A College Writer's Reference. 3rd edition.

Everything's an Argument. 2nd edition.

Style manual most preferred in your major area (i.e. MLA, APA, Turabian, Chicago)

Course Format:

Response journal: Responses to a **minimum** of eight articles, one book, and three primary sources (such as interviews) on your chosen topic are required. Ideally this journal will be maintained on a 3.5 disc, but an additional notebook or pocket folder containing the journal will be turned in to me. In-class writing will also be housed in the journal.

Discussion: In-class discussions will focus on writing processes, reading assignments, research processes, response to peer essays, and questions as they arise.

Peer response: Share writing at various stages of the writing process

Drafting: Compose writing assignments in progression toward a publishable professional article.

Course Requirements:

Working portfolio: Includes all preliminary drafts of all required papers. Entries should be dated and situated in the portfolio in the order they were written.

Final portfolio: Contains final drafts of all formal writing assignments typed and in accordance with a specific associated format (i.e. MLA, APA, Chicago). Includes a reflective letter describing your application of class information and a self-analysis defining yourself as a writer, identifying goals and strengths, and using critical evaluation to assign yourself a grade.

Response journal: Includes responses to all assigned readings, observations, and interviews. Houses all in-class writing.

Reading: We will discuss reading assignments on the day they are listed on the course calendar. Set aside enough time to read, analyze, think about, and re-read if necessary each assignment. Look up unfamiliar words before coming to class. Prepare yourself to contribute to class and group discussions.

Writing: Students must complete all major writing assignments (listed below under “Course Grade”) to be eligible to pass this course. Frequent in-class and out-of-class writing activities will also be assigned as part of our daily work. In-class writing must be completed during the allotted time in class, so promptness and consistent attendance are crucial.

Daily Work & Participation: In addition to in-class writing activities, there will be a substantial amount of daily work (such as peer response, homework and response papers, and group work) during the semester. Group activities, including peer response, can only be completed during the allotted time in class, so they may not be made up at a later date (even for an excused absence). Homework is due at the beginning of class.

Course Grade: Penalties for excessive absences will be deducted as described in the “Attendance” section. Otherwise, your final course grade will be determined by the following:

Analysis of occupational writing	15%
Collaborative Analysis of service writing	15%
Definition Essay	10%
Review of the Literature	15%
Final Article	20%
Response Journal	10%
Daily Work & Participation	15%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the group project, your classmates will rely on you to participate in the process of completing it. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date, so numerous absences will affect your overall course grade. After a third absence, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness, emergency, or university-sanctioned activities. Perfect attendance merits the addition of 20 extra-credit points to the daily work score.

If you are more than twenty minutes late for class, you will be counted absent. If you are habitually tardy, your participation score may be lowered at my discretion. Absent students will be responsible for finding out what material was covered and what assignments were made in class. Please obtain such information from a reliable classmate.

Late Work: Late work that is not excused before its due date will be penalized by one full letter grade for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by 10% of the maximum possible points. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Conferences: Because this course emphasizes writing and revision, we will hold a set of mandatory conferences. Instead of meeting as a group on those class days, students will meet with me to discuss their group projects. Since the conferences replace a class meeting, missing a conference counts as an absence. In addition, students are always welcome to meet with me individually during office hours.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation 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 the 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.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you have a documented disability and want to receive appropriate accommodations, contact the Coordinator of the Office of Student Disability Services (581-6583) as soon as possible.

English 3001: Course Calendar (Fall 2003)

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they are listed on the schedule. Unless otherwise indicated, reading assignments may be found in *Everything's an Argument*.

- 8-25 Course Introduction
- 8-27 Chapter 1; "The Joy of Women's Sports" (482-88)

- 9-3 Chapters 2-3; "Colleges to Consider Fairness of Cutting Men's Teams . . ." (489-92)

- 9-8 Chapters 4-7
- 9-10 Chapter 8; "Intertextuality in Tax Accounting . . ." by Amy Devitt (Library e-reserve)

- 9-15 Chapters 18 & 20; "Dropping Men's Teams to Comply with Title IX" (494-96)
- 9-17 Chapters 21-22

- 9-22 **Genre Analysis draft due for peer response**
- 9-24 **Genre Analysis due; Chapter 9**

- 9-29 Chapter 12
- 10-1 Class will not meet. As group or individual briefly interview 1-3 professors in your major area to find out (a) key issues in the field, (b) the ways in which they most use writing, and (c) the professional journals they recommend. Take notes and reflect on the interview(s) in your journal(s).

- 10-6 Chapters 16-17
- 10-8 Conferences on group projects replace class. Proposal and Contact Letter drafts are due when you arrive for your conference. Interviews and data and sample collection should be ongoing during this period. Bring all data and writing samples

- 10-15 Chapter 15: Prior to class, select a journal that you think would be appropriate for the type of article you would like to write. **Record/photocopy the criteria for publication in that journal.** At the beginning of class, **turn in a memo** that discusses the journal's audience, the type of article you believe has a good chance of being accepted for publication to this journal, and your plan for composing an article.

- 10-20 Chapter 10
- 10-22 Chapter 14

- 10-27 **Service Writing Project Report due**
- 10-29 **Service Writing Project due** with final drafts and copies of all materials including Thank You letters and Collaboration Memos in hard copy; **Oral presentations**; Visual aids will be beneficial (PowerPoint recommended)

- 11-3 **Definition Essay draft due for peer response**
- 11-5 **Definition Essay due; Chapter 13**

- 11-10 Chapter 11
- 11-12 Chapter 19

11-17 **Literature Review draft due for peer response**
11-19 **Literature Review due**

12-1 **TBA**
12-3 **Final Article draft due for peer response**

12-8 **Final Article revised draft due for peer response**
12-10 **Final Article due**