Summer 6-15-2000

ENG 3001-001: Advanced Composition

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English 3001:001  Advanced Composition    Summer 2000

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Texts: Hairston, Successful Writing, 4th ed. (SW)
Hult, Researching and Writing, (R&W)
Fulwiler and Hayakawa, The Blair Handbook, 2nd ed. (BH)

COURSE DESCRIPTION

We will practice a variety of writing forms with the end-goal being a research paper on a topic of interest to you. Each assignment will contribute to the success of the research paper.

Classes will be held in CH 302 (the computer lab) and in CH 303 (the instructional room). Time in these rooms will be used for writing, group work, discussions, and presentations. Conferences will be held in my office after your research project is under way.

Your obligations for the course consist of the following:

✓ Completing all assignments and revisions
✓ Devising a successful proposal for a research project
✓ Collaborating with others on a regular basis
✓ Teaching mini-lessons on various topics
✓ Conferencing with me as needed/required
✓ Engaging in dialogue with me and your classmates
✓ Responding to the work of your peers in a positive manner
✓ Demonstrating a willingness ask questions about projects and a willingness to try out ideas

Your willingness to be an active contributor in all situations in this class, but especially in group work, will go a long way towards making this time together profitable. Your participation will count in the evaluation of your work.

POLICIES AND PRACTICES

You must attend your group meetings and conferences. If you cannot make the appointed time, you must call your group members. If you cannot make a scheduled conference with me, you must e-mail (preferably) or call me.

No assignments are graded until all revisions are completed and all papers are due on the date assigned.

All work must be typed before I read it.

You must keep copies of all work completed for me or your group.

You must have a portfolio of all assigned work at semester’s end.

Use a documentation style appropriate for your major/field of study.
Note the following 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 own original work’ (Random House Dictionary)—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.”

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6538) as soon as possible.

June 12, 2000—Introduction to class
Discuss Expectations
List perceived strengths and weaknesses
List ideas, practices, and topics you would like addressed

Assignment: read Chapter Two in SW. Then choose a selection you believe illustrates “good writing” according to Hairston’s criteria.

This will be an informal, one-page, typed essay. Your sample need not be a long one—a paragraph or two will be fine. Choose your sample from professional writing in your field but do not use a literary selection (novel, poem, short story, play). You might use a textbook, a professional journal, or a selection from one of your papers.

Discuss what you consider to be the selection’s one quality which marks it as “good writing.” Simply state your idea, explain it, and illustrate it with examples from the sample to substantiate your claim. Either type the sample (preferable) or photocopy it. Attach it to your paper. We will read and discuss these papers in groups and in class.

The assignment will be turned in but will not be graded.

(Credit for assignment goes to professor Linda Coleman)