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ENG 3001-021: Advanced Composition

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Advanced Composition 3001
Summer 1998

ENG 3001-021 1030-1230 MTWR CH 340/02

Office Hours: MTWR 930-1030AM and by appointment. My office is 314G Coleman Hall; phone is 581-6293; e-mail is cfltc@eiu.edu.

Required Text: Researching and Writing Across the Curriculum by Hult, The Blair Handbook by Fulwiler, and Online! By Harnack and Kleppinger. You should also have a dictionary and a notebook for class notes and for research notes.

Course Objectives and Design: This course should give you experience in developing the kinds of academic research skills used by professionals in your major field by encouraging you to use the strategies and techniques that these professionals successfully use. Furthermore, you will learn to use writing as a way of learning about your major field.

The design for this course assumes that you will be willing to be self motivated, to work independently, to assist your classmates in their work, and to accept the comments of others when you rethink your own writing.

Course Responsibilities: You will be expected to write often both in and outside of class, to research independently, to read from the Hult text, to refer to your handbook when writing and rewriting your papers, to participate in class discussions, and to complete all planning and reviewing exercises with the class when they are assigned. You will also be expected to keep careful track of all of your work this semester and all of the responses you receive on that work. You will submit first drafts along with revisions so be sure to preserve these as well.

Classroom Policies: Your work must be available in class when it is due. If your work is not in class when due, you will suffer in a number of ways since you will not receive peer response or participate in class activities. If you do not complete all of the assigned work, you cannot pass this course. If a revision is not submitted on its due date, the grade for the revision drops one full grade each calendar day it is late.

All of your work should be computer-generated. This course involves a great deal of conferencing and peer reviewing, and so it is essential that you attend class. If you have more than three unexcused absences over the course of the semester (either from class or from conference), your course grade will drop a full letter grade for each absence beyond three. Lateness is another concern for all of us in the classroom. If you are late, the whole class suffers since our class time is wasted bringing you on track.

Plagiarism, taking the words or ideas of another and using them in your writing without giving credit to the author, is a serious offense. It is considered cheating and will result in a failing grade and may result in more far-reaching penalties as well.

Conferences: You will be scheduled for conferences at least six times over the course of the semester. The schedule states which classes these replace; keep in mind that the schedule is tentative. Attendance at conferences follows the same guidelines as attendance in class. If you come to conference without the required material, you will be counted as absent.

Special Needs: Students with special needs who seek accommodations for these needs should contact the Director of Disability Services at 581-6583.

Course Requirements and Grading Procedure: You will complete an in-class diagnostic writing which
will not be given a grade toward your course grade. You will work on two major projects over the course of the semester. Each of these will be submitted in a portfolio containing all the work done for the project with all the drafts as proof of continuing effort and progress. Project #1 is a 5-7 page paper; project #2 culminates in a 10-12 page essay in addition to a Research Proposal, an Annotated Bibliography, and a Progress/Audience Analysis Report. As your syllabus indicates, you will also work on peer reviews throughout the semester. Each project's grade will be broken down in the following way:

First Project - 80 points
Research Proposal - 40 pts.
Annotated Bibliography - 60 pts.
Progress/Audience Analysis Report - 60 pts.
Second Project's Essay - 120 pts.
Peer Reviews - 40 pts.

I will evaluate your work in the portfolio using the same criteria the class uses to prepare peer reviews. These reviews are divided analytically in four categories: focus, development, organization, and style and mechanics. Comments on your early drafts of each paper should help to suggest how and where you could improve your work in the various categories. Final grades will be calculated on a 400 point scale: 360-400 = A, 300-359 = B, 240-299 = C, 160-239 = D, and below 159 = F.

Diagnostic Writing Topic for In-Class Writing, June 8

I'd like you to write an essay addressed to me about your past experiences as a writer in general and as a research writer in particular. Use the following questions to give you a sense of the kinds of experiences you may choose to describe:

How much do you write?
What is most of your writing about?
Do you write outside of your schoolwork?
If you have taken writing classes before, what kinds of writing did you do?
What kind of research writing have you done in your major? in other courses?
Describe your last research project. What did it involve in terms of effort, time, knowledge, skills, etc.? How did you feel about it when you were done? What did you learn from it about the subject you were researching? about the process of researching?
Have you developed any techniques or strategies to help you write?
What was the best advice you ever received about writing?
What would you like to learn about research writing from this class?
Do you think writing is important?
Do you find researched writing easy or difficult?
What kind of writing do you think your teachers value? Is this the writing they say they value?

I will read these papers immediately, and I will use them to help me learn about your habits as a writer and about your performance as a writer at this point in the semester. If you would like to talk about this first writing with me, please come to see me in my office. Otherwise, I will talk about these papers generally in class, and I will make arrangements to speak only to certain people about their diagnostic writing. I will keep these essays on file in my office at this time.

Information: Please list the following information at the top of your diagnostic writing: Your name, local phone number, e-mail address, major area of study, any minor areas of study, any other information you feel I should know.
Tentative Schedule

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WEEK 1

6/8 Introduction and Diagnostic In-Class Writing.
6/9 Hult - Read Chapter 1, materials concerning your major area in Chapter 4, and additional relevant Chapter -- 6, 7, 8 or 9.
6/10 Planning work in class over Project #1.
6/11 Collect data and consider an ordering principle for the data.

WEEK 2

6/15 Organizational Plans (Outlines) prepared and peer reviewed during class.
6/16 Conferences.
6/17 Draft of completed project due for peer review.
6/18 Conferences over draft.

WEEK 3

6/22 Project #1 Portfolio (with all revisions) due in class. Project #2 begins.
6/23 Research Proposal due in class for peer review. Annotated Bibliography discussed in class. Conferences over Proposals follow class time.
6/24-25 Library work, data collected.

WEEK 4

6/29 Annotated Bibliography due in class.
6/30 Conferences over Annotated Bibliographies.
7/1 Progress/Audience Analysis Report discussed in class (No class July 2).

WEEK 5

7/6 Progress/Audience Analysis Report due in class.
7/7 Conferences over P/AA Reports.
7/8 Drafting Day.
7/9 Completed Drafts of Project #2 Essay due in class for peer review.

WEEK 6

7/9-13 Conferences over Draft.
7/14 Completed revisions of Project #2 (Proposal, Annotated Bibs, Progress/Audience Analysis Report, and Final Essay) due in class during final exam period; peer reviews exchanged; etc.