Fall 8-15-2015

ENG 3001-002: Advanced Composition

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Syllabus for English 3001.002: Advanced Composition, Fall 2015, CRN 90765

Required Texts

Catalog Description
This advanced course covers a range of academic and professional writing, and requires the development of skills in the following areas:

- interpretation and critical thinking
- review of critical literature in a discipline
- collaboration and peer review
- oral and visual communication
- résumé and letter writing
- portfolio construction

Learning Objectives
During this semester, you will learn to:

- constructively criticize peers’ thinking and writing
- use peer responses to improve your own thinking and writing
- read challenging texts
- carefully research a problem or issue in your discipline
- produce polished written and oral work for academic and professional audiences
- show initiative and professionalism, and be thorough and precise in your work

Writing-Centered Course
You should consider submitting an essay written for this class to the Electronic Writing Portfolio (EWP). Please visit the following web address for information about the submission process: <http://www.eiu.edu/~assess/ewpmain.php>. The course deadline for EWP submissions is Friday, December 11, 2015.

Short Descriptions of Assignments

**Explaining a Specialized Subject:** you will review an article or book chapter, explaining key concepts to an educated but non-expert audience.

**Group Analysis/Presentation:** in groups of three, you will carefully analyze a visual image (or set of images) chosen by the group.

**Review Essay:** you will write a critical overview of journal articles or book chapters dealing with a specific problem or issue.

**Job Letter and Résumé:** you will find an available internship, research assistantship, or other advertised position in your field (preferably, one that somewhat matches your qualifications). Then, you will write a letter and résumé that could actually be sent as part of an application for the position. The position may be located through a personal contact; a career center or job information service; or a newspaper, library, or online source.

**Portfolio:** you will revise selected work from the course and construct a portfolio. You will need the word-processing files and earlier drafts of all of your papers in order to put together the portfolio—so keep them!

**Peer Reviews:** on several occasions, you will respond to your peers’ papers; your peer reviews should be honest and descriptive, explaining in detail your reading experiences.

**Examinations:** a mid-term and a comprehensive final examination will test your knowledge of grammar, style, and course readings, as well as your ability to read and analyze texts.
**Daily Assignments**: you will do reading workshops, prewriting, peer evaluations, group work, and various other daily assignments. If discussion lags, quizzes or additional in- and out-of-class writing may be assigned as part of the daily assignment grade.

**Policies and Statements**

**Email**: Recently, the English Department removed phone lines from most faculty offices. If you need to speak to me outside of class, email me or drop by during my office hours. I try to answer emails quickly, but please do not expect (or depend on) an immediate response to an email. Sometimes my schedule will not permit me to answer emails within a day, much less an hour or two.

**Attendance**: More than five unexcused absences will result in failure in the course. If you miss class, you are responsible for finding out what happened from another member of the class and for picking up missed handouts. Absences will be excused only in the case of a documented illness or emergency, or of documented participation in an official university activity. You must provide me with a legible photocopy of your documentation for my records, and if your absence is excused, I will return a copy of your documentation indicating as much. You must provide documentation either before you miss class or on the day you return. Missing a mandatory conference will count as two absences. Please do not come to class late. Every third time you come to class late, you will forfeit 50% of your participation grade for the semester.

**Late work**: Daily assignments will not be accepted late, and missed peer reviews cannot be made up. Presentations must be given on the dates for which you have scheduled them, except under the most extenuating circumstances. All major assignments are due at the start of class on the final due date. If you want an extension on a major assignment, you should seek the extension at least twenty-four hours in advance of the class period during which the assignment is due and cite compelling reasons for the request; otherwise, you will be penalized one letter grade for not turning in the paper on time and an additional letter grade for every twelve hours thereafter. After forty-eight hours, the assignment will not be accepted, and you will receive a zero on it. Only in the case of an excused absence may an examination be taken before or after the scheduled date. A rescheduled examination may cover different material than the original.

**Grading Scale**: 100 to 90 = A, 89.99 to 80 = B, 79.99 to 70 = C, 69.99 to 60 = D, 59.99 and below F

<table>
<thead>
<tr>
<th>Percentages for Major Assignments</th>
<th>Exams and Other Requirements</th>
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<tbody>
<tr>
<td>Explaining a Specialized Subject</td>
<td>Mid-term Examination 10%</td>
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<tr>
<td>Group Analysis/Presentation</td>
<td>Comprehensive Final 20%</td>
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<tr>
<td>Review Essay</td>
<td>Average of Peer Reviews 5%</td>
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<tr>
<td>Job letter and résumé</td>
<td>Daily Assignments 5%</td>
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<tr>
<td>Portfolio</td>
<td>Participation 10%</td>
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<td>+ 50% = 100%</td>
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**Assessment**: For each of the major assignments listed in the left column above, I will provide a formal assignment sheet. Your grade for a given major assignment will be determined by how well your work fulfills the requirements outlined in the assignment sheet. You must submit all major assignments to receive a passing grade in the class. You will receive worksheets to guide you through peer reviews, and written or verbal descriptions of daily assignments. Your participation grade will be based on the regularity and quality of your contributions to class discussions, and your level of engagement during group work and class activities.

**Academic dishonesty**: According to the *MLA Handbook*, the word “plagiarism” has its origin in the Latin term for “kidnapper”: plagiarists kidnap other writers’ sentences, phrases, or ideas and present them as their own. The *Random House Dictionary* defines “plagiarism” as “The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work.” As these sources suggest, plagiarism often results from faulty documentation or careless note taking. Always place quoted materials in quotation marks, and always cite quoted and/or paraphrased sources, even in rough drafts of papers or in presentations. Respect for the intellectual work of others should encompass all formats, including print, electronic, and oral sources. Inexcusable acts of plagiarism include downloading or buying a paper from the internet; copying and pasting phrases or passages from electronic sources into your paper without citing them; submitting a paper written by another student as your own; borrowing the language and content of a website verbatim and using it as an “original” presentation; and so on. The penalty for academic dishonesty is failure in the course. All instances of academic dishonesty will be reported to the Office of Judicial Affairs.

**The Office of Disability Services**: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.
The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Provisional Schedule
Note: Each reading should be completed before class on the day it is listed.

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<tr>
<th>Week One</th>
<th>Meet in 3120</th>
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<tr>
<td>T Aug 25</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>R Aug 27</td>
<td>Excerpt from Introduction (<em>Ways of Reading</em> 1-16, hereafter abbreviated <em>WR</em>) Analytical reading exercise; writing diagnostic</td>
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<tr>
<th>Week Two</th>
<th>Meet in 3130</th>
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<tr>
<td>T Sept 1</td>
<td>Explaining a Specialized Subject (assigned) Reading Workshop: Schwarzbaum and Denby, Reviews of “Pirates of the Caribbean” (provided)</td>
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<tr>
<td>R Sept 3</td>
<td>Reading Workshop: Baldwin, “Notes of a Native Son” (provided) Grammar Worksheet #1: MLA Basics</td>
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<tr>
<th>Week Three</th>
<th>(3120)</th>
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<tr>
<td>R Sept 10</td>
<td>Grammar Worksheet #1: Agreement, Drafting a Strong Introduction, Quotations, and Usage Due: source for Explaining a Specialized Subject Workshop using source; bring <em>MLA Handbook</em> (hereafter abbreviated <em>MLA</em>)</td>
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<tr>
<th>Week Four</th>
<th>(3130)</th>
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| T Sept 15 | Summary vs. Analysis Exercise First draft due: Explaining a Specialized Subject; peer review; bring *MLA* 
*A Works Cited page is an integral part of any paper using sources. Always submit one with rough and final drafts of papers.* |
| R Sept 17 | Conferences |

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<tr>
<th>Week Five</th>
<th>(3120)</th>
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<tr>
<td>T Sept 22</td>
<td>Conferences</td>
</tr>
<tr>
<td>R Sept 24</td>
<td>Final draft due: Explaining a Specialized Subject; write cover letter Group Analysis and Presentation (assigned) Reading Workshop: Excerpt from Berger, “Ways of Seeing” (<em>WR</em> 95-99 to “we have eyes for”); excerpts from Bordo, &quot;Hunger as Ideology” (provided)</td>
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<tr>
<th>Week Six</th>
<th>(3130)</th>
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<tr>
<td>T Sept 29</td>
<td>Analysis exercise (magazine advertisements) Due: your image; select an image and make a research plan</td>
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<tr>
<td>R Oct 1</td>
<td>Discuss mid-term examination Plan presentation (formulate overarching interpretation/theme; create visual aid; etc.)</td>
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<tr>
<th>Week Seven</th>
<th>(3120)</th>
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<tbody>
<tr>
<td>T Oct 6</td>
<td>Due: Group Analysis/Presentations; peer evaluations</td>
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<tr>
<td>R Oct 8</td>
<td>Due: Group Analysis/Presentations; peer evaluations</td>
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<tr>
<th>Week Eight</th>
<th>(3130)</th>
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<tr>
<td>T Oct 13</td>
<td>Mid-term examination</td>
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</table>
R Oct 15  Review Essay (assigned)
            Reading Workshop: reread/review Freire, “The ‘Banking’ Concept of Education” (WR 242-57); read
            Rage against the Machine, “Take the Power Back” (provided)

Week Nine  (3120)
T Oct 20 Meet in Booth Library, Room 4450
            Find three sources for the Review Essay
R Oct 22 Grammar Worksheet #2: Misplaced Modification, Needless Shifts, Mixed Constructions, etc.
            Distribute: Exercise using sources

Week Ten  (3130)
T Oct 27 Grammar Worksheet #2: Paragraphing and Conclusions
R Oct 29 Due: first draft of Review Essay and exercise using sources; peer review; bring MLA

Week Eleven  (3120)
T Nov 3 Conferences
R Nov 5 Conferences
F Nov 6 Last day to withdraw with a W

Week Twelve  (3130)
T Nov 10 Final draft due: Review Essay; cover letter
            Job Letter and Résumé (assigned)
            Résumé writing
R Nov 12 Due: job ad
            Writing a letter of application
            Hiring committee exercise

Week Thirteen  (3120)
T Nov 17 First draft due: Job Letter and Résumé; peer review
R Nov 19 Conferences

Fall Recess  Nov 23-27, no classes

Week Fourteen  (3130)
T Dec 1 Portfolio (assigned); designing a portfolio
R Dec 3 Final draft due: Job Letter and Résumé
            Examination review

Week Fifteen  (3120)
T Dec 8 Portfolio workshop
R Dec 10 Due: Portfolio
F Dec 11 Deadline for EWP submissions

Final Exam  Wednesday, December 16, 8-10 a.m.