Spring 1-15-1997

ENG 3001-001: Advanced Composition

Richard Sylvia
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring1997

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring1997/72

This Article is brought to you for free and open access by the 1997 at The Keep. It has been accepted for inclusion in Spring 1997 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
English 3001 - 001: Advanced Composition
spring 1997; TTR 9:30 - 10:45 am

Richard Sylvia
Office: 321 Coleman
Office Hours: T and TR 11:00am - 12:00noon; W 10:00 - 11:00 am; and by appointment

Phone: 6292; 348-7890

       Hodges, Harbrace College Handbook (Harcourt Brace)

Course Design and Method: I have designed this course to provide you with practice in a variety of writing forms, culminating in the design and completion of two research projects in your field of study. Class time will largely be devoted to group work, peer evaluation, and discussion. To complete the course successfully, you must:

1. plan two research projects in your field of study: the first project you will design and execute alone (in consultation with your work group and me); the second you will design and execute collaboratively with one to three other students (in consultation with me);

2. meet with your work group each week in class and with me in conference several times during the semester in order to share your work, discuss your progress and produce required materials (proposals, outlines, working bibliographies, etc.);

3. turn in two 1750-2500 word research papers (seven to ten double-spaced typed pages), one on March 11 and one on May 1.

If you think that you cannot meet these requirements or accept the policies listed below, please consider taking English 3001 with another instructor.

Policies: English 1002 is a prerequisite of this course.

Missing a scheduled conference or work group meeting without prior notification results in the automatic lowering of your grade for the current project one full letter. Call me to reschedule if you have to miss a conference; I will call you if I have to reschedule.

I will meet with you or your group regularly -- at least once a week -- and read your work regularly, but I will not collect any work for grading until March 11.

Some conferences with me will be scheduled ahead of time, and additional meetings can be arranged as needed. Please feel
free, however, to drop by my office during my office hours or any time you see me there.

You must come to work group meetings and conferences prepared to share your work, to ask questions about your project, to try out ideas, to discuss research problems and writing problems. You are in large part responsible for what gets discussed during group meetings and conferences, and your performance during them will count in my evaluation of your work at mid-term and term end.

I don't mind if you use the paper(s) you write for this course to fulfill other course requirements, but I suggest you inform me and the other instructor that you plan to do so.

Final papers must be turned in on time. No exceptions.

All drafts must be typed. I cannot read handwritten work efficiently and neither can your fellow group members.

Please make copies for your own use of all the material that you turn in to me or to your group.

You may use the style of documentation appropriate for your field of study.

There is no final examination for this course. The two projects you complete constitute 100% of your grade.

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.

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 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."
Tentative Schedule

Jan. 14: course introduction; in-class writing

Jan. 16: read Walker, chpt. 1 and 2; group assignments

Jan. 21: read Walker, chpt. 3 and 4; group work

Jan. 23: read Walker, chpt. 5 and 6; group work

Jan. 28, 30: read Walker, chpt. 11, 12, 13 or 14 (field specific); paper topic proposal #1 due; group work

Feb. 4, 6: conferences (no class meetings); read Walker chpt. 7; proposal revisions due

Feb. 11, 13: working bibliography due

Feb. 18, 20: research notes due; working biblio. revision due; working outline due

Feb. 25, 27: read Walker, chpt. 8; full draft due

Mar. 4, 6: conferences; read Walker, chpt. 9 and 10

Mar. 11: class meeting; paper #1 due; group reassignments; collaborative project introduced

Mar. 13: class meeting; paper #1 returned

Mar. 18, 20: spring break

Mar. 25, 27: conferences; paper proposal #2 due

Apr. 1, 3: conferences; proposal #2 revisions

Apr. 8, 10: conferences; working biblio. due; working outline due

Apr. 15, 17: conferences; working outline revisions; early drafts due

Apr. 22, 24: conferences; full draft due and/or revisions due

May 1: class meeting; paper #2 due
The paper topic proposals due the weeks of Jan. 27 and Mar. 24 should be carefully written essays in two parts. In the first part, describe as clearly as you can the subject of your research project. You should have narrowed your topic to a manageable level of specificity by this time, and I will expect your opening statement to demonstrate both your early background reading and careful thinking about the topic. Please take the time to develop your ideas in as much detail as possible at this point in your search. (Define specialized terms. Provide necessary background information. Cite authorities and/or sources you have used to develop your thinking on the topic.) In this section of the proposal, formulate your topic as a series of open-ended questions that you hope to answer during the course of your research project. You will improve your chances of success with the overall project if you ask probative questions that direct your search. (We will have ample opportunity in class to practice the skills necessary in framing these kinds of questions.)

In the second section of the proposal, explain your personal connection to the topic. How will finding out answers to your questions benefit you? Again, demonstrate that you have given the issues -- as they relate to you and your career goals -- careful consideration. Do not hesitate to be personal in this section of your proposal. Your group and I want to know what your motivation is for the work you are contracting to do with this proposal.

Remember as you work on this proposal that you are at an early stage of your research project and that your thinking about the topic should change as you progress. Don't use this proposal as a platform for preconceived notions; write in as objective a tone as you can assume; be prepared to revise your position/thinking on the subject as your project progresses and you become more informed. Write as though you are curious to find answers to the questions you ask, and as though finding the answers matters to you.