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ENG 3001-004: Advanced Composition

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3001(04): Advanced Composition
MWF 1-1:50 in CH 303 (classroom) or CH 302 (computer lab) alternating weeks

Textbooks: Successful Writing (4th edition), Hairston (SW)
Researching and Writing Across the Curriculum, Hult

Anthology: A Community of Voices: Reading & Writing in the Disciplines,
Fulwiler & Biddle, eds.

Resources: Pocket Style Manual, Hacker
Writing Online (2nd edition), Crump & Carbone
Publication Manual of the American Psychological Association
(4th edition)
MLA Handbook for Writers of Research Papers (5th ed.)

Supplies: two formatted 3.5 inch computer disks

COURSE ASSIGNMENTS AND OBJECTIVES

Writing Assignments: These are designed to help you focus on the interaction of
the basic elements of written communication: the writer, the reader, reality, and
writing itself. Nowadays, we should probably add technology to this list. But
whether you are in the computer lab (CH 302) or the classroom (CH 303), you will
be exploring different ways to communicate ideas and information effectively to
a specified audience of your choice. In addition, you will be exploring the
nature of writing in various disciplines and learning what “good writing” in your
own major looks like and how it compares to “good writing” in other majors.

Reading Assignments: These include assigned and self-selected readings in our
textbooks. These readings will provide information, advice, models, and
examples. Written responses to these readings will be collected in a “reading
log” (see handout).

Class Time: Some time will be given to class discussion and group presentations.
Sometimes you will work alone; sometimes you’ll work with classmates in small
groups, sharing responses to the readings or responding to each others’ writing.
You will also meet me for individual conferences to discuss your work-in-progress.
COURSE RESPONSIBILITIES

You need to attend class regularly and complete reading & writing assignments on time. This will allow you to participate productively in discussions, group work, and other in-class activities. Because we often work in groups, it can be a real problem for you—and your classmates—if you are absent or unprepared. And because this course is structured around a vision of writing as a process, the activities planned for each class meeting build on previous work. (For the same reason, a portion of the grade for each paper will reflect your level of participation in the steps leading to the final product.)

Note: Students with documented disabilities: Please contact the Coordinator of the Office of Disability Services (581-6583) soon so we can begin to work out appropriate accommodations.

POLICIES & GRADING

• You must turn in all papers and a reading log to pass this class.

• Attendance counts. If you have more than four (4) unexcused absences, you will lose half of the points for participation. (In other words, your course grade will drop one letter grade.) If you’re experiencing temporary difficulties, let me know.

• Plagiarism is a serious academic offense. You are plagiarizing if you take someone else’s words or ideas and use them in your own writing without indicating which words or ideas you’ve borrowed and/or without giving explicit written credit to their author/source. Quotations need quotation marks; sources of quotes, paraphrases, and summaries must be cited. Penalties for large-scale plagiarism could include failing the paper or the course, as well as university judicial proceedings. At the very least, papers with serious documentation problems will not receive a grade until these problems are cleared up.

• You may revise any of your papers—except the very last—to improve your grade. Revised papers receive an entirely new grade that replaces the old one. However, I will only accept one paper—new or revised—per week.

The bottom line . . .
91% & up = A; 81-90% = B; 71-80% = C; 61-69% = C; 51-59% = D; 50% & below = F